DOCUMENT RESUME

ED 074 218 VT 019 360

AUTHOR	Ryan, Charles W.
TITLE	Career Development Guide for the Elementary School. A Guidebook for Teachers and Guidance Counselors.
INSTITUTION	Maine State Dept. of Education, Augusta. Bureau of Vocational Education.
PUB DATE	[72]
NOTE	134p.; Second Revised Edition
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; Bibliographies; *Career Education; Elementary Grades; Evaluation Techniques; Goal Orientation; Humanities; *Integrated Activities; *Language Arts; Lesson Plans; Models; *Occupational Guidance; Resource Materials; *Vocational Development
IDENTIFIERS	Career Awareness; Maine

ABSTRACT

This instructional guide for integrated career education activities at the elementary level includes a rationale for career development, various models for career development, sample lesson plans, information on leisure activities as related to career development, and a summary of teaching suggestions for career education programs. This document was developed at a teacher workshop by its supervisor, an associate professor of education. Intended for guidelines for teachers and guidance counselors, these instructional outlines will also prove useful for local education agencies and teacher training institutions. These federally funded materials, focusing on language arts communication skills, present extensive sample lesson plans, each with general and specific behavioral objectives, learning activities, and evaluation procedures. Included are extensive appended resource ideas and materials and a bibliography. (AG)

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State of Maine

Department of Education

Bureau of Vocational and Adult Education

Augusta, Maine

CAREER DEVELOPMENT GUIDE FOR THE ELEMENTARY SCHOOL

A Guidebook for Teachers and Guidance Counselors

All work is dignity: each of us dignifies it more by how well we do it.
A.M.

Charles W. Ryan
Associate Professor of Education
University of Maine, Orono

Maine Department of Education,

Bureau of Vocational Education,

Vocational Education Act, 1963, amended 1968.

State Board of Education:

Christo Anton

Dana R. Darling

Jon Ezhaya

Mrs. John R. Foster

Mrs. Jon Lund

Robert W. Marquis

Mrs. Marc Nault

Mrs. James Sheppard

Carroll R. McGary,
Commissioner of Education

Elwood A. Padham
Associate Commissioner
Bureau of Vocational Education

Career Development Workshop Participants

Charles W. Ryan, Director

Larry M. Brown, Assistant Director

Blake, Peter J.	McMahon Elementary School Lewiston
Flye, James E.	Greenbush Elementary School Greenbush
Gardner, Betty L.	Robbinston School Robbinston
Gass, Marie	John R. Graham School Veazie
Jenkins, Richard D.	Geo. B. Weatherbee School, S.A.D.#22 Hampden
Kilpatrick, Patricia W.	Eva Hoyt Zippel School, S.A.D.#1 Presque Isle
Markee, Lynn W.	Lewiston School Department Lewiston
Martin, Alton R.	Stetson Elementary School Stetson
Michaud, Rheba	Charleston Elementary School Charleston
Ostapchuk, Elizabeth L.	Bradford Elementary School, S.A.D. #27 Bradford
Pelletier, Maurice A.	Eagle Lake Elementary School, S.A.D. #27 Eagle Lake
Polisner, Joel L.	Freeport Middle School Freeport
Renaud, Caroline M.	Clark School Perry
Thompson, Francis G.	Guilford Middle School, S.A.D. #3 Guilford
Torrey, Larry	Harlow St. Elementary School Bangor
Wilbur, Virginia F.	Mt. Desert Elementary School Northeast Harbor

ACKNOWLEDGEMENT

Many sincere thanks are due to a multitude of people whose cooperation, assistance, and advice made this Career Development Guide a reality.

Elwood Padham, Associate Commissioner, Bureau of Vocational Education, for his support and advice. The freedom to develop this Guide with a minimum of restrictions was deeply appreciated by the Director.

Dr. Robert Grinder, Dean, College of Education, University of Maine, Orono, for the encouragement and support necessary to complete this revised Guide.

Larry M. Brown, Assistant Director of the Workshop. Larry contributed with both ideas and administrative skill. His handling of the "nitty gritty" freed the director for maximum concentration on the Guide.

From all participants, our sincere thanks to Wendi Ericson, Cathy Ogden, and Beverly Kelly for contributing secretarial skills of superior quality.

Cordially,

Charles W. Ryan

Charles W. Ryan

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Foreword

A comprehensive career education program must begin at the elementary grade level. Information about the world of work can and should be taught to students at this age level. The "Career Development Guide for the Elementary School" describes activities that may be used by elementary school teachers to introduce children to occupational information.

Local educational agencies will find the guide helpful in introducing the world of work into their present curriculum materials. Institutions which train elementary school teachers may want to consider some of the approaches suggested.

Development of "Career Development Guide for the Elementary School" is a tribute to those educators who recognized that elementary school children need to know about the world of work and moved to meet those needs.

Much credit is due Dr. Charles Ryan, associate professor, University of Maine, Orono, and Larry Brown, staff assistant, University of Maine, Orono, who conducted the workshop in which the guide was developed. The teachers who participated in the workshop are also to be commended.

Elwood A. Padham, Associate Commissioner
Bureau of Vocational & Adult Education
Maine State Department of Education

Preface

For several years there has been increasing disillusionment among the American public with traditional school practices. The relationship between learning and earning has not been clearly differentiated for the majority of youth and their parents. Educators have not demonstrated to the satisfaction of many students the value of academic learning and its relationship to future career goals. Far too often the learning goals of the classroom bear little or no resemblance to the tasks or skills needed for success on the job. Businessmen and other employers have expressed concern that the products of our schools possess many undesirable traits which hamper the transition to work. Tardiness, absenteeism, drinking on the job, difficulty in getting along with others, and lack of responsibility seem to be the major problems of young workers. These problems cost business and industry profits, efficiency, and in some cases, prove harmful to the safety of others. What is the role of American schools in aiding youth in transition from school to work?

The Vocational Education Act of 1963 (Amended 1968) placed high priority on "new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation."[1] Career development specialists and vocational educators have been given a clear mandate to place their talents at the disposal of teachers in elementary, junior, and senior high school. To achieve this goal, the American school must be oriented around a career development theme. Education must help American youth prepare for and implement educational decisions that will influence their future plans.

The Career Development Guide was prepared to assist elementary school teachers in grades one through six develop and implement a career orientation program in their

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[1] United States, 90th Congress, Public Law 90-576, Washington, U.S. Government Printing Office, 1968, p. 17

school. Children need to experience carefully planned activities which will help them successfully implement their future careers. Children must be helped in formulating goals, developing attitudes that lead to success, and evaluating their qualifications and abilities in terms of career aspirations. The goals of this program are: (a) helping each child evaluate his abilities; (b) providing realistic or "hands-on" experiences that bring children into real contact with the work world; and (c) help each child implement his decisions and accept the responsibility for them. The revised Career Development Guide is the result of serious deliberations by the workshop participants to provide their associates in the elementary school with suggestions and activities to render the learning experiences more relevant to a larger number of children. It is vital that career development activities not be viewed as a one-shot approach, but that they be sequential and continuous throughout the school year. The career development experiences of first grade need to be reinforced and expanded in each succeeding grade.

Teachers are strongly urged to radiate a very positive attitude while exposing students to a variety of career opportunities in all areas of work, specifically including the "blue collar" type of jobs. The success of this endeavor will depend more on this single factor than on any other.

The second edition of the Career Development Guide contains revisions and additions that were added by the project participants as a result of their year of experience with material in the original edition. Suggestions from readers of this Guide will be appreciated.

Charles W. Ryan
Director
Career Education Project
College of Education
University of Maine

CHAPTER I

CAREER DEVELOPMENT - A RATIONALE

It is imperative that the American school system be reshaped to meet the needs of today's youth. In the opinion of Sidney Marland, U.S. Commissioner of Education, the curriculum must be blended into a single entity that provides academic preparation, career development, and vocational education. Each student must be prepared to enter either the work world or the educational world with the skills necessary for success. Career education will require a shift in educational practice and a reordering of priorities in our schools. The teacher, guidance counselor, and vocational educator must set aside differences and meld their talents in a team effort to transform the schools. A crucial goal of career education is the elimination of education practices that "track" children into patterns which acquire the stigma of second class citizenship. All educational efforts must reflect a commitment to help youth acquire the skills for success in adulthood.

Schools and school systems in Maine have reflected a traditional orientation which focus on the development of academic skills in college preparatory programs. An orientation or philosophy of this type does not prepare all students for transition to the work world. For those students who are less interested in cognitive learning and who would profit from development of manipulative skills, there is little choice. Career education is an attempt to meld the best elements of educational practice into a viable model that provides for all students. A realistic goal for all educators would be the improvement of education in qualitative terms. Evidence is needed that demonstrates to the public the impact education has

on youth preparing them for participation in our society.

Career education is oriented to providing youth with the skills for citizenship participation, job performance and the attitudes for successful relationships with other adults. The pressure from parents, businessmen, teachers, and students are challenging all school personnel to integrate career education and orientation into the curriculum. In doing so, the students will benefit in many ways. For example, they will make a more effective transition from school to work, and to have a better understanding of their individual abilities, interests and responsibilities. The above objectives of career development have not been fully met. With increased emphasis on preparing students for the transition to work, the school will be viewed as more relevant and meaningful. Students will be better prepared to appreciate the meaning of work in our culture and the role of work in their lives.

Since many students have not made a satisfactory transition from school to work our goal is to help them identify a career goal and prepare to enter it. Children need to develop an attitude of responsibility and a desire to involve themselves in their society. The main emphasis of the Career Development Guide is to suggest practices that should help the classroom teacher in this crucial task. It is anticipated that career development activities will be integrated into the child's total life experience and curriculum practices. A developmental approach is necessary to insure that such preparation occurs in all curriculum activities. Each child must be involved in a career education program that exposes him to the occupational world and facilitates the development

of a positive self concept. A child should be exposed to tasks and learning experiences that are appropriate to his physical and mental development. A career development program that considers these variables will be more meaningful to children.

Before proceeding further it is imperative that we define the terms career education, career development, and career awareness. In some respects their interpretation is similar, but several differences are evident:

1. Career Education: As commonly defined signifies a concerted effort to educate youth as early as kindergarten in exploring careers and acquiring the skills necessary for transition to a job. Career education is a melding of diverse curriculum efforts into an unified whole that requires the academic, vocational, and guidance specialist to plan integrated learning events. In sum, it is a planned, sequential, orderly curriculum effort.
2. Career Development: Efforts to implement and define this concept in the school are usually viewed as token or non-sequential events that may occur at various times in the educational experience of a child. It is often interpreted as a series of career development activities that occur in the elementary, junior, and senior high school. They are not related in a planned, sequential system. Chance plays a vital part in most career development programs. If a particular teacher or counselor is interested, the program may succeed. Often, because of poor planning or non-involvement of a staff majority, the efforts fail.

3. Career Awareness: The concept signifies a series of loosely related events that attempt to stimulate the child to become interested in his career concerns. Career study units in Social Studies classes exemplify the type of effort typically made under this term. Our efforts to date have been less than promising.

The career education concept is more in tune to the needs of society and each individual. The quality of career education programs will determine the impact that is made on content and process of all education efforts.

OBJECTIVES

The following objectives for career development are set forth to encompass broad learning and experiential activities. Each objective is geared to involve the student in realistic learning experiences to insure his obtaining purpose and direction in preparation for life.

1. Introduce the student to the world of work and career opportunities.
2. Establish the relationship of occupation skills to academic skills.
3. Develop through exploration, a self-realization in line with abilities and interests for future career selection.
4. Acquaint students with problem solving techniques as they prepare themselves for the world of work.
5. Encourage the student to understand that career selection is related to the needs and abilities of the individual.
6. Develop an understanding and appreciation of the inter-relationship of the various careers in the world of work.

In sum, career development programs increase the relevance of school by focusing on the students career choice. It provides students with informed guidance from teachers, counselors, and other school personnel. A viable career development program will be sequential and continuous throughout the school experiences of each child.

Chapter II

MODELS OF CAREER DEVELOPMENT

Career guidance and counseling have received considerable impetus as an applied science since the early fifties. Research, both at the applied and theoretical level, has attempted to develop career models to aid counselors, teachers, and others who work with youth. In many respects, the weakness of career research has been the lack of practical application within the schools. School personnel have asked for translation of the research and theories into meaningful curriculum practices. Career development in the elementary school will be effective only if it is geared to the readiness of elementary children. To aid in this task it is essential that school teachers, administrators, and guidance personnel have a sound understanding of several career models and suggested approaches.

Havighurst (1953) has suggested that each child be viewed in relation to his chances of completing developmental tasks which correlate the physical and mental stages of growth. Children who fail to master or complete these tasks at certain periods of growth may experience unhappiness, rejection by society, and failure with later tasks. The stages of vocational development and associated developmental tasks are presented to clarify these conceptions for the practitioner.

Stages of Vocational Development

I. Identification with a worker: Ages 5 - 10

Father, mother or other significant persons.

The concept of working becomes an essential part of the ego-ideal.

Principal Developmental Tasks of Middle Childhood:

1. Developing fundamental skills in reading, writing, and calculating.

2. Learning physical skills necessary for ordinary games.

3. Learning to get along with age-mates.

4. Learning an appropriate masculine or feminine social role.

5. Developing concepts for everyday living.

6. Developing conscience, morality, and a scale of values.

7. Achieving personal independence.

II. Acquiring the Basic Habits of Industry: Ages 10 - 15

Learning to organize one's time and energy to get a piece of work done: school work, chores. Learning to put work ahead of play in appropriate situations.

III. Acquiring Identity as a Worker in the Occupational Structure: Ages 15 - 25

Choosing and preparing for an occupation.

Getting work experience as a basis for occupational choice and for assurance of economic independence.

Principal Developmental Tasks of Adolescence:

1. Achieving new and more mature relations with age mates of both sexes.

2. Achieving a masculine or feminine social role.

3. Achieving emotional independence of parents and other adults.

4. Achieving assurance of economic independence.

5. Selecting and preparing for an occupation.

6. Acquiring a set of values and an ethical system as a guide to behavior.

7. Preparing for selecting and marrying a mate.

8. Starting a family.

9. Getting started in an occupation.

IV. Becoming a Productive Person: Ages 25 - 40

Mastering the skills of one's occupation.

Moving up the ladder within one's occupation.

V. Maintaining a Productive Society: Ages 40 - 70

Emphasis shifts toward the societal and away from the individual aspect of the worker's role. The individual sees himself as a responsible citizen in a productive society. He pays attention to the civic responsibility attached to his job. He is at a peak of his occupational career and has time and energy to adorn it with broader types of activity. He pays attention to inducting younger people into stages III and IV.

VI. Contemplating a Productive and Responsible Life: Ages 70 +

This person is retired from his work or is in the process of withdrawing from the worker's role. He looks back over his work life with satisfaction, sees that he has made his social contribution, and is pleased with it. While he may not have achieved all of his ambitions, he accepts his life and believes in himself as a productive person. (Havighurst, 1953).

The Havighurst career development model should provide realistic guidelines for organizing career activities in the school.

It must be remembered that elementary school children (Grade 1-6) tend to have unrealistic concepts of the world of work. Children need to develop a positive view of self in relation to their abilities and interests. Super et. al. (1963) postulates that vocational choice is the implementation of a self-concept. To aid each child in this process, the curriculum should provide role playing, simulation games, and filed trips that will emphasize reality testing. Career choice is not a specific event that occurs only once in a person's life; it is process reflecting the needs of each person at different stages of development.

Career development must be viewed as an unfolding of human potential as the individual matures. It is the implementation of the self-concept through

vocational awareness. This awareness facilitates occupational preference and enhances the person's chances for success. In expressing an occupational preference, a person is putting into occupational terminology his idea of the kind of person he is (Super, 1963).

Assuming that Super is correct, the teacher should provide career development activities that enhance the formation of a positive self-concept. Curriculum activities must involve decision-making and "hands-on" experiences that foster self-concept development. In forming a concept of himself, the individual progresses through the following stages:

A. Formulation - from infancy to death, the individual strives to form a concept of himself, an identity. The formation stage is further subdivided into 5 phases:
   1. Exploration - those activities that provide feedback to each individual relative to encounters with the world. For example, playing a game of baseball, writing a short story, or interacting with people.
   2. Self-differentiation - the events or activities that inform each individual of his unique differences. For eample, being an athlete versus being an artist.
   3. Identification - the young boy who strives to emulate his father is attempting to identify with and be like him.
   4. Role Playing - activities in this area follow the identification stage and involve attempts by the child to practice the various roles he has observed.
   5. Reality Testing - these are experiences which strengthen or modify the developing self-concept. The school environment offers many opportunities for reality testing via the curriculum, play at recess time, and interactions with other children.

B. Translation of self-concept into occupational terms proceeds along several avenues. For example, the child who identifies with an adult may want to play his occupational role. Also, the actual experience in an occupational role may permit one to draw relationships between one's self-concept and vocational preference. The discovery of physical or mental attributes essential to success in a particular occupation may lead to further exploration.

C. Implementation of the self-concept is the culminating act after completion of professional training, education, or on-the-job training. It is a crucial period for young men and women as they move from school

to work and requires a positive self-concept. Youth must be helped to understand the reality of work and the various options which can lead to success or failure.

The elementary school curriculum is a logical place to help youth develop a positive conception of self prior to educational or occupational decisions. A curriculum that focuses on activities and experiences which aid children in the formation, translation, and implementation of the self-concept will be relevant.

As a guide to the practicing teacher, a brief review of career development ideas and programs is essential at this point. Research by Wellington and Olechowski (1966) found that eight year-olds could be taught respect for other people and the work they do, the advantages and disadvantages which occupations have for the worker, and some of the interdependent relationships. A study by Kabach (1966) stated that "...the younger the child, the greater the interest in the actual job performance itself. Most children are natural born actors; they want to act out in order to understand what it feels like to be a carpenter or a ball player." The results of this study have further confirmed the validity of role playing, games, dramatizations, and simulation activities in the elementary school curriculum. Other appropriate activities include slide presentations, filmstrips, films, video tapes of people at work, field trips, and role models in the classroom.

Simple work simulation experiences have proven valuable in the Detroit Career Development Project. George Leonard argues effectively for the establishment of a job placement office in the elementary school. Jobs which students typically perform are written up on 3 x 5 cards and a screening board of 5th and 6th graders "interviews" prospective candidates. The goals of this program are to develop responsibility, improve aspirational level, encourage self-exploration, and improve each child's understanding of the "World of Work" (Leonard 1967).

The career development program for elementary school children should seek to provide meaningful involvement. Children should be encouraged to "try out" school-related jobs that provide a chance to relate curriculum goals and reinforce learning in other subject fields. Children do want to learn and explore their world. Our job as teachers and counselors is to provide the opportunity. Each adult in the school environment provides a role model for children and as such should discuss advantages and disadvantages of his particular job. Each child that we help in developing realistic aspirations has a better chance of success. It is an appropriate goal.

INTRODUCTION TO ACTION: IMPLEMENTATION OF GUIDE

All career development objectives and activities were developed with language arts as the pivotal subject area. It is important that good communication skills be a focal point of each child's development. Language arts is crucial to future success in the work world. Other areas of the curriculum, such as social studies, mathematics, science, health, and physical education, provide additional opportunity for integration of career development activities. Chapter III and Chapter IV implement this integration.

Special mention needs to be made concerning the change in format between the first part (Grades 1 - 3) and the second part (Grades 4 - 6) of this Guide. The workshop participants felt that in the earlier grades a format of general objectives, performance objectives, suggested activities, sample lesson plans, and evaluation would be in line with methodology already employed at the grade level. The teachers of grades 4 to 6 felt an entirely different approach might best get the desired goals across to the student. They, therefore, chose a theme of meeting people, watching people, and talking with people as a focal point for all class work. Unless the reader is aware of this change in format, some confusion may occur.

Chapter III

SUGGESTED ACTIVITIES AND UNITS

INTRODUCTION

The following curriculum objectives, activities, and resource materials are suggested for use in grades 1 to 3. Each teacher should feel free to improvise or alter these materials to meet the unique characteristics of the local school.

SOCIAL STUDIES

RATIONALE

To provide each child an opportunity to form positive values about himself and an introduction to the work world.

GENERAL OBJECTIVES

Encourage each child to:

1. build a positive attitude toward a larger number of careers.
2. realize the importance of making judgements and decisions in school and the carryover to the world of work.
3. develop a sense of personal worth and self respect.
4. instill a sense of pride in personal and group accomplishments.
5. use the families of class members and other local people to demonstrate different jobs in the classroom.

PERFORMANCE OBJECTIVES

1. To identify and understand the work his father and other family members do.
2. To identify positive attitudes toward careers.
3. To compose rules of conduct and apply these rules to his school situation.
4. To demonstrate that he can contribute to group accomplishments.
5. To describe, through discussion, a broader knowledge of the subject area and how it relates to the world of work.

SUGGESTED ACTIVITIES

1. Encourage each child to make a "What I Would Like To Be" notebook.

2. Encourage each child to photograph parents at work and share their ideas, feelings and understandings in small group work.

3. Plan a bulletin board: Each child decides what he does best. A photo is taken of each child (example - standing beside books he has read), and presented to parents during open house.

4. Assign jobs each week to children. Every week new workers are assigned.

5. Make a chart with pockets with the title, "Our work is done; Let's have some fun." Each pocket contains a suggestion slip for activities to help the children use their free time wisely.
   For example:
   Write a story or poem about a job.
   Make a list of "good" worker rules.
   Write a riddle about a worker.

6. Discuss why it is important to be on time and demonstrate by having children role play a scene where workers arrive late.

7. Discuss the difference between work and play by showing pictures of people at work and play.

8. Make a collage of people at work.

9. Observe the neighborhood at work and identify various occupations.

10. Discuss how a beaver or a bird works and why their work is necessary. Draw pictures of animals doing work.

11. Study an ant colony and how work is assigned within the colony. Set up an ant farm and role play an ant's eye view. Describe the surroundings and find a piece of food too large to move. Read Edna St. Vincent Millay's sonnet "Epitaph for the Race of Man" which is about a farmer and an ant who meet each other on the road and do not realize that their problems are the same.

    Game: Trail-following ants - Indoors - Idenitfy the problems of the ant following a trail. Place a zig zag trail of different material on the floor. Blindfold the child and have him follow the trail. He must wander until he finds it, as an ant does in searching for an odor trail.

12. Watch the weaving of a web. In the Golden Book of Nature Activities is a diagram on the order in which web weaving is done. Using sticks or chairs, the children may act this out. They may want to draw pictures of webs or diagram one with silk thread. Charlotte's Web, by E. B. White is of great interest to children.

13. Encourage the children to write a short story "Who Am I?" for the others to guess.

14. Hold an "Honor Day" for the child on his birthday. He chooses the order of classes. Summer birthday children may pick a day for celebration during the school year.

15. Ask each child to write a play concerning one boy who never went to school and the problems he may have.

16. Have an idea or suggestion box in the room. Discuss with the class any suggestions made and implement those that the class feels necesaary.

17. Watch a favorite television program at home and discuss or list all the jobs that the story showed, as well as all the jobs that made T. V. watching possible.

18. Construct a worker chain of the jobs in the school. Have the children develop other worker chains to understand the interdependence of workers.

19. Relate local work to other geographic regions.

20. Have parents or local people visit the class and demonstrate their particular skill connected with their job and allow the children to "try their hand" at it.

21. Play "What's My Line".

22. "Discrimination Day" stages in an Iowa school to bring forth an understanding of prejudice can be used also to better understand the need for group interdependence and cooperation. Divide the class into groups (blue-eyes and brown and green-eyes). One day the blue-eyes are superior and receive advantages and ignore others. The next day the situation is reversed. After a discussion of what was learned, short paragraphs on how they felt may be written and read to the group.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To develop an understanding that famous people are hard working people.

PERFORMANCE OBJECTIVE

Pupil will understand what a famous person is.

ACTIVITY

1. Read a story about a famous frontiersman.
2. Hold a class discussion about that person and what made him famous.
3. List on the board other famous people whom the children can name.
4. Have a game of "Who Am I?" Describe one of the characters that has been mentioned and the children guess who the person is. The child who guesses correctly then has a turn to describe a "Who Am I?"
5. Child will paint a picture of one of the famous men talked about doing the work that made him famous.

VOCABULARY

famous, pioneer, success.

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVE

To develop an understanding that famous people are hard working people.

PERFORMANCE OBJECTIVE

Pupil will identify living famous people.

ACTIVITY

1. Pass out paper and have them number it down the side.
2. Show pictures of famous living people you are sure the children know. Put a number beside each one.
3. Have them write quickly what they think each one does for work.
4. Discuss each person and his work.
5. Add a picture of Abraham Lincoln. Ask how he differs from the others. (deceased) add a picture of a man who is not famous or known, and ask how he differs. (unknown)
6. Ask what the rest have in common, trying to guide them to two facts, (living and famous)
7. Have a game of "Who Am I?" Child thinks of a person he knows who is alive and famous. He gives clues and the child who guesses correctly has the next turn.
8. Each child is to find in magazines or newspapers, a picture of a famous person (living) and bring it in for a "Who Am I?" bulletin board.

VOCABULARY

unknown, alive, occupation

ON-GOING ACTIVITY

Each Friday display pictures of three famous living people. The children will try to identify each person's work. A few clues may be given. Have a short talk on each person and his work.

SAMPLE LESSON PLAN - GRADE THREE

OBJECTIVE

To develop the understanding that famous people are hard working people.

PERFORMANCE OBJECTIVE

Pupil will study one famous person in depth, and write a short story.

ACTIVITY

1. Discuss what makes a person famous.
2. Point out that some people function in jobs that may not seem like work (example- singer, actor, humanitarian).
3. Discuss the elements of a biography.
4. Have about 30 biographies in the room. Introduce each famous person and then have the children pick their favorite to read about during the week.
5. At the end of the week, children dress as the famous person they have read about and pretend that they are that person, Each child reports to the class on the person he has selected; describes his life work and what made him famous in it. Take pictures of the class for later discussion.

EVALUATION

1. Have the children built positive attitudes about themselves, their parents, and their society?
2. Have the children developed an awareness of their surroundings?
3. Have the children developed a positive attitude toward a large number of careers?
4. Have they been allowed to make judgments and decisions?
5. Has the child worked in groups and alone and achieved a sense of pride in the accomplishments?
6. Does the child have a good concept of work values?
7. How many people spoke to the class about their job? How many were parents?
8. What kind of feedback did I receive from the children; from the parents; from other teachers in the building; and from other children in the building?

LANGUAGE ARTS

RATIONALE

To provide the children with mediums of communication directed toward involvement in the work world.

GENERAL OBJECTIVES

1. To realize the importance of occupation variances and their relation to society.
2. To introduce students to exploratory, particularly "hand-on" experiences.
3. To identify and develop an awareness of surroundings through use of their senses.
4. To use families of class members, as well as local people, by demonstration of their work, both in and out of the classroom.
5. To build a vocabulary related to occupational experiences.
6. To understand the concept of work and give each job a positive set of values.

PERFORMANCE OBJECTIVES

1. To list a number of jobs and how they relate to people.
2. To identify positive attitudes toward careers.
3. To compose rules and apply the rules to the school situation.
4. To list words and meanings related to an occupation.
5. To demonstrate that the child can complete a task successfully.
6. To encourage parents, by written communication, to share their job experiences with the class.
7. To discuss the application of the language arts area to the work world.

SUGGESTED ACTIVITIES

1. Listen to and identify the sounds of work at school.
2. Tape sounds of work at home - or listen to them and report on them in class the following day.
3. Listen for and describe the sounds of work on the way to school.
4. Tape sounds of work in industry and places of business. Play back at a later date to identify the sound.
5. Decorate a box containing a physical object to serve as a clue to identifying a particular occupation. For example: hammer - carpenter; scissor - dress maker.
6. List new words learned through investigation in and out of the classroom.
7. Choose an occupation and give clues one at a time (clues may be physical or verbal). Children try to guess the occupation. Ouestions may be asked. If class seems stumped, leader may offer additional clue.
8. "Thinking of a word". Teacher asks for association by saying"I am thinking of a word that names a person who repairs automobiles" - (mechanic).
9. Make puppets by cooperative effort. This could be done by the "assembly line technique."
   a. make heads
   b. make body
   c. decorate puppet
   d. make stage
   e. setting
10. Re-enact a family situation such as getting up in the morning, performing certain jobs at home, going to work, going to school, etc.
11. Have books of various occupations available in the room to read during leisure time.
12. Make a bibliography of job-identifying books.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To provide the children with a "hands-on" experience in written communication.

PERFORMANCE OBJECTIVE

To demonstrate that a name written on an envelope identifies this material with the individual.

ACTIVITY

1. Make a valentine mailbox.
2. Give a list of the names of the students to each child.
3. Address envelopes, make stamps, insert cards, drop into the mailbox.
4. Choose a postman to deliver the cards to mailbox made by the child and placed on his desk.

VOCABULARY

letter, envelope, mailbox, postman

EVALUATION

Can children match addressed cards with specific person?

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVES

To introduce letter writing by means of field trip.
To show the work involved in a letter reaching its destination.

PERFORMANCE OBJECTIVE

To demonstrate writing clearly and addressing envelopes

ACTIVITY

1. Demonstrate addressing envelopes by movie or filmstrip.
2. Encourage the children to write letters to families and put them in addressed envelopes.
3. Encourage the children to go to the post office and be guided through the process of sending letters.

VOCABULARY

post office, address, zip code, letter, envelope

EVALUATION

Can children answer questions relating to the lesson by using the Junior Postmaster rules given out by the Post Office?

SAMPLE LESSON PLAN - GRADE THREE

OBJECTIVE

To introduce creative letter-writing to pen-pals in other states.

PERFORMANCE OBJECTIVE

To demonstrate addressing an envelope.

ACTIVITY

1. Show zip-code film.
2. Write a letter and address an envelope.
3. Show the pupils, on a field trip, how their letter goes through the local post office and how the correct address and zip-code get it to the proper destination.
4. Discuss cost of stamped envelopes, stamps to put on envelopes, air mail stamps.

VOCABULARY

air mail, states, involved, delivered

EVALUATION

1. Did children complete directed activity?
2. Did any children receive answers to letters?

EVALUATION FOR THE YEAR

1. Can the student list a certain number of jobs and relate them to people?
2. Can the child identify positive attitudes through discussion?
3. Can the child discuss and come to systematic conclusions as to why rules are necessary in school?
4. Can the child relate or list words and meanings of an occupation?
5. Can he successfully complete a task independently?
6. Can he identify jobs and tell why they are important?
7. Have parents demonstrated their work in the classroom?
8. Can the child discuss language arts in relation to the world of work?

MATHEMATICS

RATIONALE

To relate numbers to work situations.

GENERAL OBJECTIVES

1. To become aware of numbers as used in specific occupations.
2. To develop an appreciation of the value of money and related responsibility.
3. To understand the time element in relation to a job.
4. To understand a problem-solving situation and reach a satisfactory end.
5. To apply the number concept with vocabulary to the working world.

PERFORMANCE OBJECTIVES

1. To list occupations in the area and other occupations that have an involvement with numbers.
2. To list the family needs that have to be purchased with money.
3. To decide if and how much allowance they should have and what they would do with it.
4. To show the importance of being on time; For example: milkman, bus driver, teacher, self, doctor's appointment, This is relative to performance.
5. To decide if and how to spend the allowance - or decide whether or not to carry the extra weight in a knapsack.
6. To be able to make change at the neighborhood store, to run errands to the grocery store, to make a fair exchange with a friend, - infinite.

SUGGESTED ACTIVITIES

1. Compare: tall, taller, tallest
   big, bigger, biggest
   few, less, least
2. List how we use numbers every day (taking attendance, telling time, telling your age, etc.).
3. Draw pictures that illustrate one of the daily uses of numbers.
4. List numbers that directly affect them; birthdate, classroom number, number of students in room, date of an appointment.
5. Make a booklet depicting a number of different jobs around the house - with pictures. Find vocabulary words denoting number concept relationships.
6. Let the children make numbers on cards: exchange the the cards among the class members. Let each child tap out number on desk and have other children respond accordingly; or have several children play this and have the players pick out cards to go with number of taps.
7. Make the calendar for several months for practice in sequential writing of numberals.
8. Write a story on the board or on a duplicating sheet, leaving out all figures. Aid students in filling in the blanks and to find the answers. (Jane wanted _____. She has _____and the article costs_____. How much more did Jane need?)
9. List four jobs where being on time is of the utmost importance. Post on bulletin board with illustrations.
10. Use cash register receipt slips to make up written problems relative to a real life situation; for example: grocery store slips and given income for a family of five.
11. List the number of ways mother uses numbers at home. Copy mother's favorite recipe - put this on a ditto and share with classmates in the form of a recipe folder.
12. Find out the numbers of the different choices of T.V. channels - record and refer to a T.V. program guide and record your favorite program there, with time.
13. Set up a classroom store.
14. Put a number of objects related to a particular job in a box - have each child study for a period of time, then relate by recall what they have seen - in relation to numbers.
15. Choose a chore which can be done independently at home and make a chart to record successes in <u>their</u> attempts. Each child might choose his own evaluation of chore, that is, remarks from family members, feeling about job, carryover.
16. Set up a goal for completing a job on time - record and re-evaluate.
17. Find and list three ways to help mother and father.

18. Play "beat the clock" by periodically using skill sheets. Record success of children on a chart. Have skill sheets available on the basic facts relative to individual levels or needs.
19. Write the word "number" on the board; list as many jobs as possible that use numbers as a tool.
20. List all the units of measure with which the children are familiar. Make a sub list of specific jobs that use these as an integral part of the work.
21. List the job areas in the room and note if they are relative to daily, weekly, monthly or yearly routine.
22. Turn egg cartons into skill development drills.
    1. Put rules on top of box.
    2. Have a place for carton-shelf, desk, - placement of players at a specific distance.
    3. Toss coins, or bottle caps. Have a correct response worth so many points.
    4. Have children devise own games with rules to follow.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To become aware of the use of numbers in the classroom structure.

PERFORMANCE OBJECTIVE

To find as many examples as possible for a display of number usage in the classroom.

ACTIVITY

1. Discuss numbers and the logic of order.
2. Discuss and decide on a few obvious examples.
3. Divide children into groups to investigate predetermined sections of the room.
4. Have one from each group responsible for group accumulation of examples.
5. Record examples on board and for an experience chart.
6. Provide for adding to list or set up a display.

MATERIALS

1. All objects within a classroom.
2. Board and charts.

EVALUATION

1. Did the children show an awarenesss of the extent of which numbers are used?
2. Did the children cooperate with one another?
3. Did the children show an investigative nature?
4. Did all children participate?

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVE

To invite families of class members as well as local people with interesting jobs to demonstrate their work in the classroom.

PERFORMANCE OBJECTIVE

To be able to tell how man uses numbers in a job with specific reference to one person known to the child.

ACTIVITY

1. Set up a play store. Have articles purchased with real coins. Write sales slips. On sales slip count the number of articles purchased and add sums of money.
2. After an initial presentation of coins and their value have a local merchant visit the classroom and tell what he does with the money people exchange with him when they purchase articles.
3. Demonstrate writing a sales slip showing dollars, cents, and other symbols.

MATERIALS

pencil, paper, sales slip

EVALUATION

1. Do the children realize the value of a sales slip? both to the buyer and store owner?
2. Do they see how change is made in relation to a sales slip?
3. Can they make a facsimile of a sales slip - add up the cost of items and find a total?

SAMPLE LESSON PLAN - GRADE THREE

OBJECTIVE

To understand the value of work and give each job a set of positive values.

PERFORMANCE OBJECTIVES

1. Ask the children to name three characteristics of a good worker.
2. Let them work with a unit of measure with which they are familiar.

ACTIVITY

Allow the children to pretend they are rug layers and are going to carpet the classroom. Have two teams measure length and width of room and compare. Discuss their procedure and how they arrived at the resulting figures. Have them state a conclusive argument about the particular activity by questioning: Ask what other areas need to be measured before final application in a building job.

MATERIALS

1. Rules
2. Measuring tapes.

EVALUATION

1. Did all the children participate?
2. Did they understand the unit of measure as being relative to a job.
3. Was there evidence of carryover to other jobs?
4. Are they learning the value of money in relation to their own life as well as making decision on how to spend what they have?
5. Are they showing how time is an important factor in smooth flow of work within all areas of living?
6. Do they apply a number operation to a problem-solving situation by use of pertinent clues to the problem?

SCIENCE

RATIONALE

To allow children to manipulate tools and simple machines in order to develop sensory responses related to the world of work.

GENERAL OBJECTIVES

1. To provide students with exploratory, particularly "hands-on" experiences in various occupational areas.
2. To identify and develop an awareness of their surroundings through use of their senses.
3. To realize the importance of making judgements and decisions in school and the carry-over to the world of work.
4. To develop a sense of pride in personal and group accomplishments.
5. To build vocabulary by relating it to occupational experiences.

PERFORMANCE OBJECTIVES

1. To name and demonstrate use of simple tools of jobs.
2. To list a certain number of jobs and how they relate to people.
3. To demonstrate successful completion of an assigned task.
4. To demonstrate a contribution to group accomplishments.
5. To list words and meanings related to occupations.

SUGGESTED ACTIVITY

1. Use hammer, scissors, screw driver, saw, knife, pliers, and other tools in experiments.
2. Disassemble and re-assemble simple mechanisms.
3. Do heat experiments.
4. Construct simple circuit.
5. Demonstrate static electricity.
6. Locate and draw lines of magnetic force.
7. List vocabulary words related to world of work.
8. Stress application of tools, machines and energy to industry.
9. Utilize films, filmstrips, transparencies, and ITV whenever applicable.
10. Introduce field trips as practicable.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To show that machines make work easy.

PERFORMANCE OBJECTIVE

To be able to identify a simple tool.

ACTIVITY

1. Try to remove nail from board.
2. Use claw hammer to remove nail.
3. Discuss which was easier.
4. Tear picture from paper.
5. Use scissors to cut picture from paper.
6. Discuss which was easier.
7. Dig hole with hands and feet.
8. Dig hole with shovel.
9. Discuss which was easier
10. Discuss what made task easier.
11. Identify hammer, scissors, and shovel as tools.
12. Discuss other kinds of tools.

VOCABULARY

work, hard, easy, tool, hammer, scissors, shovel, saw, knife

EVALUATION

1. Can children find pictures of simple hand tools?
2. Can children tell about simple hand tools?

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVE

To show that machines make work easy.

PERFORMANCE OBJECTIVE

To identify the pulley as a simple machine.

ACTIVITY

1. Lift heavy pail of sand.
2. Lift same pail over pulley.
3. Describe different effect.
4. Find other uses for pulley.
   a. raising flag.
   b. raising water from well.
   c. raising sails.
   d. hanging wash.
   e. lifting motor.
   f. winching boat.
   g. lifting nets.

VOCABULARY

pulley, friction, lift, measure, weigh, pounds, ounces, winch

EVALUATION

Can children identify a pulley and show its application to work?

SAMPLE LESSON PLAN - GRADE THREE

OBJECTIVE

To show that machines make work easy.

PERFORMANCE OBJECTIVE

To identify gears in a machine.

ACTIVITY

1. Beat an egg white with fork.
2. Beat an egg white with egg beater.
3. Discuss results.
4. Observe and discuss working of friction toy.
5. Dismantle and discuss working of friction toy.
6. Dismantle and discuss clock works.
7. Identify gears in each machine.
8. Discuss other uses for gears.
   a. automobile
   b. fan
   c. can opener
   d. record player
   e. chain hoist
   f. winch

VOCABULARY

gears, shaft, cog, wheel, beat engage, ratio

EVALUATION

Can pupil list three machines using gears and describe the work the machines do?

EVALUATION FOR THE YEAR

1. Has the child developed an awareness of his surroundings?
2. Has the child has "hands-on" experiences?
3. Has the child been allowed to make judgements and decisions?
4. Has the child built a vocabulary based on occupational terms?

SUGGESTED RESOURCES

Elementary School Science Activities by Pearl Astrid Nelson, Prentice-Hall inc., 1968.

Teaching Science with Everyday Things by Victor E. Schmidt and Verne N. Rockcastle, McGraw-Hill Book Co., 1968.

Elementary Science Discovery Lessons (The Physical Sciences, The Earth Sciences, The Biological Sciences (by Robert B. Sund, Bill W. Tillery, Leslie W. Trowbridge, Allyn and Bacon, 1970.)

Film Strips

Scott Education Divison - Simple Machines Help Us Work
First Experiments with Heat Magnets

Society for Visual Education Inc. - Introduction to Heat
Introduction to Light
Introduction to Simple Machines
Finding out About Wheels and Pulleys

Transparencies

Scott Education Divison - The Science Discovery Series
1. Earth, Air, and Fire
2. Light, Heat, and Sound
3. Magnetism and Electricity

HEALTH

RATIONALE

To instill in children the proper attitudes toward hygiene which will benefit them in the work world.

GENERAL OBJECTIVES

1. To have children build a positive attitude toward a number of careers.
2. To develop a sesne of personal worth and self respect.
3. To promote personal - social habits.
4. To make maximum use of community resources as speakers and field trips.
5. To build a vocabulary related to occupational experiences.
6. To know the importance of occupational variances and their relation to society.

PERFORMANCE OBJECTIVES

1. To identify positive attitudes toward careers.
2. To show personal-social habits through personal hygiene.
3. To show, through discussion, a broader knowledge of this subject area and how it relates to the work world.

ACTIVITY

1. Observe and interview a number of people involved in health-related jobs as doctor, nurse, druggist, dentist, x-ray technician.
2. Conduct a "Taste Party" to stimulate interest in improved nutrition and as an exercise in sense development.
3. Design bulletin boards stressing neatness, cleanliness, balanced meals and the right clothes for the weather.
4. Play games to develop good posture.
5. Compose a list of safety practices for school, community, pedestrians, vehicle passengers, and bicycle riders.
6. Sing songs related to area of study.
7. Draw and color pictures related to area of study.
8. Use audio-visual aids:
   a. movies
   b. filmstrips
   c. tape recorders
   d. charts
   e. diagrams
   f. flannel boards
   g. chalk boards
   h. televisions
   i. music
9. Invite speakers employed in health occupations to answer questions about their jobs.
10. Allow children to play roles in a job that interests them.
11. Make scrap book related to various health occupations.
12. Make puppets showing people in various health occupations.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To have students see the importance of good tooth care.

PERFORMANCE OBJECTIVE

To brush their teeth properly at home.

ACTIVITY

1. Invite a school nurse to show filmstrip on tooth brushing and conduct a discussion while referring to posters.
2. Talk about the job of the dentist. Let students relate personal experiences.
3. Color pictures of teeth, toothbrush, etc.
4. Make chart. Each student will put a star on if he has brushed his teeth.

VOCABULARY

dentist, drill, toothbrush, toothpaste, salt, baking soda

EVALUATION

Have students developed the habit of brushing their teeth?

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVE

To see the importance of good tooth care.

PERFORMANCE OBJECTIVE

Demonstrate good oral care.

ACTIVITIES

1. Show filmstrip on tooth decay.
2. Make posters on tooth nomenclature.
3. Talk about pupil experiences with the dentist.
4. Make a chart for each pupil to check if he has brushed his teeth.
5. Display a chart showing development of second teeth.

VOCABULARY

drill, dentist, toothbrush, toothpaste, salt, baking soda, molars, grinders, cutters, filling, false tooth care, permanent, x-ray, dental assistant

EVALUATION

Are student aware of good oral care?

SAMPLE LESSON PLAN - GRADE THREE

OBJECTIVE

To see the importance of good tooth care.

PERFORMANCE OBJECTIVE

To distinguish among the various tooth types.

ACTIVITIES

1. Present filmstrip on tooth development.
2. Show chart showing tooth structure.
3. Discuss function of incisors, molars, and canines.
4. Discuss functions of various teeth in animals, and relate it to survival.

VOCABULARY

incisors, molars, canines, saliva, permanent, grinders, false teeth, canine, filling, x-ray, x-ray technician, dental assistant

EVALUATION

Can the students identify various tooth types and their related function?

EVALUATION FOR THE YEAR

1. Have the children built a positive attitude toward a number of careers?
2. Has the child developed a sense of pride in accomplishment, as an individual or in a group?
3. Has the child developed good personal-social habits?
4. Has use been made of local people, featuring parents, explaining work roles?
5. Has the child built a vocabulary based on occupational terms?
6. Does the child have an appreciation of each job and its contribution to society?

SUGGESTED RESOURCES

Filmstrips

1. "The Primary Way Health Set" Society for Visual Education, Inc.
2. "Sing a Song of Cleanliness" (with records), Scott Education Division.

Film

1. "Helpers in Our Community" Coronet Films

Songs

"The Druggist", "For Health and Strength," "The School Nurse", "The Dentist", All in Meeting Music: Music for Young Americans. American Book Company.

PHYSICAL EDUCATION

RATIONALE

A healthy person has a high probability of a successful and happy career life. The energy needed to do a good job and still have the vitality to enjoy leisure time will, in part, result from a well-planned and conducted physical education program during the person's school years.

GENERAL OBJECTIVES

1. To have the children build a positive attitude toward a large number of careers.
2. To introduce students to exploratory, particularly "hands-on" experiences in the various occupational areas.
3. To understand the idea of work and to give each job a set of positive values.
4. To identify and develop an awareness of surroundings through the use of the senses.
5. To develop a sense of personal worth and self respect.
6. To instill a sense of pride in personal and group accomplishments.
7. To promote personal-social habits.
   a. grooming
   b. dress
   c. respect for authority
   d. manners
   e. punctuality

PERFORMANCE OBJECTIVES

1. To identify positive attitudes toward careers.
2. To name and demonstrate simple tools of jobs.
3. To identify jobs the child is interested in and demonstrate them.
4. To distinguish smells, feelings, tastes, sights, and sounds related to specific jobs.
5. To have the pupil successfully complete a task.
6. To demonstrate that the individual can contribute to group accomplishments.
7. To show personal-social habits through personal hygiene.
8. To show how physical activities are part of the work world.

SUGGESTED ACTIVITIES

1. Gym and outdoor activities
   a. nose-and-toe-tag
   b. hindu tag
   c. ostrick tag
   d. stoop tag
   e. squat tag
   f. hook-on-tag
   g. color tag

2. Small group games
   a. run, rabbits run
   b. roll dodge ball
   c. teacher ball
   d. call ball
   e. back to back
   f. red rover

3. Basic skills and lead-up games
   a. bounce basketball
   b. beat and ball
   c. kick ball
   d. bat ball
   e. throw it and run

4. Large group games
   a. fire engine
   b. automobile and airplanes
   c. Snow White and the seven dwarfs
   d. dog catcher
   e. squirrels in trees
   f. space travel
   g. center base
   h. plug
   i. line dodgeball
   j. dare ball

5. Classroom Activities[1]
   a. story plays
   b. field trips
   c. visitors who may enrich the childrens' experiences
   d. games
      1. poison seat
      2. waste basket shooting
      3. the first day of May
      4. changing seats

[1]Physical Education in Maine Elementary Schools, State Department of Education, Augusta, Maine 1968.

5. farmer and the turkey
6. picking up corn
7. night before Christmas
8. aisle pass relay
9. frog in the sea
10. ball passing
11. eraser relay
12. catch throw squat

e. Relays
1. circle post
2. hobble
3. choo choo train
4. double hopping
5. stoop and stretch
6. bean bag passing
7. bean bag ring throw
8. relay race

f. Tumbling - stunts

Note:

All of these activities are explained in the source noted at the bottom of the preceding activities page. A copy will be found in all Maine schools. Generally, these activities are listed in grade order from 1-3.

Many activities can be carried on both outside and in either the classroom or gym. Listing under "Gym and Outdoor" and "Classroom" are to aid the teacher in reference to these general activity areas. Any and all of these activities can be modified so that they can be related to the world-of-work. Teachers can make the changes based on their own experience and inclinations.

SAMPLE LESSON PLAN - GRADE ONE

OBJECTIVE

To promote healthful growth through exercise of large muscle groups.

PERFORMANCE OBJECTIVE

Students will act out the body movements which a fireman use in a day of work.

ACTIVITY

Read a story about firemen.

1. Have the child direct listing of movements before exercising - a suggested listing would be:
    a. stretching after walking
    b. brushing teeth
    c. pulling on suspenders
    d. sliding down pole
    e. getting into boots
    f. putting on rubber coat and fire hat
    g. jumping onto the fire truck
    h. driving the truck
    i. pulling the hose out of the truck
    j. attaching the hose to the hydrant
    k. climbing a ladder
    l. playing a hose on the fire - one at a time and working in small groups on one hose.
    m. cutting into a roof with an axe
    n. carrying furniture out of a hourse (do not actually carry anything)
    o. carrying a person out of a house (do not actually carry another person)
    p. putting the hose on the hydrant
    q. rolling up the hose
    r. storing hose in truck

VOCABULARY

suspenders, pole, hydrant, axe, furniture, storing

EVALUATION

Did the children demonstrate the various movements of a fireman?

SAMPLE LESSON PLAN - GRADE TWO

OBJECTIVE

To provide muscle exercise.

PERFORMANCE OBJECTIVE

To identify jobs and demonstrate some of the physical movements associated with them.

ACTIVITY

Play New Orleans[1]

Explanation of the game:

1. Form two lines facing each other (base lines approximately 30 ft. apart).
2. Team A decides on some set of actions associated with a job they will represent.
3. Team A approaches Team B with the following dialogue:
   - A. -Here we come.
   - B. -Where from?
   - A. -New Orleans
   - B. - What's your trade?
   - A. -Lemonade
   - B. -How's it made?
4. Team A goes through the motions of the action chosen. For example, road builders - use of a grader, jack hammer, shovel, roller, dump truck (some of the children can actually play the role of the equipment while others can be the operators).
5. Team B guesses the motion and/or the job.
6. Team A runs for their base line as soon as the right guess is made. If a motion is to be guessed, the entire team A should be representing that same motion (example, operating a jack hammer). If an occupation is being guessed, the A team members could be representing various motions associated with the job.
7. The A team players caught before they reach their base line must join the B team then, the roles of the teams are reversed.
8. The team having the largest number at the end of a specified time or number of turn wins.[2]

SUGGESTIONS

1. The teacher may suggest some activities or jobs to start the game.
2. The initials for the activity demonstrated can be given if the team cannot guess it after a few attempts.

EVALUATION

Were team members able to identify certain job actions: Did they exercise while representing those actions by running?

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[1]Physical Education in Maine Elementary Schools, 1968. p. 15. State Dept. of Education

[2]Me and My World, Frances B. Graham, College of Education R.I.P. Program, UMO

GENERAL OBJECTIVE

To provide coordination exercise.

PERFORMANCE OBJECTIVE

To develop personal habits by body exercise and coordination.

ACTIVITY

Play "Beat the Ball"[1]

Equipment - volleyball or playground ball

1. Play on playground ball diamond or in gym.
2. Batter throws or kicks ball into field and runs the bases; keeps running until he reaches home or is out.
3. Fielders field ball and throw it to first base; first baseman throws it to second base and so on around bases.
4. If the runner reaches home before the ball does, he scores one point; otherwise, there is one out.
5. The school system basketball coach can be invited to visit the group to demonstrate ball passing and discuss how proper ball passing aids a basketball player to be a valuable team member.

VOCABULARY

bases, plate, basketball

EVALUATION

1. Did students demonstrate proper ball passing?
2. Can they relate this to more organized sports?

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[1]Physical Education in Maine Elementary Schools, 1968. p. 15.
State Department of Education
Augusta, Maine

It is important that the teacher conduct evaluation of all career development activities at periodic points during the school year. Each teacher is encouraged to develop test items or self reports inventories that will measure either the knowledge acquired or opinions of the program. Questions should also be developed to stimulate critical reflection by each faculty member. For example:

EVALUATION FOR THE YEAR

1. Have the children built a positive attitude toward a large number of careers?
2. Have the students had "hands-on" experiences through their physical education program?
3. Do the students better understand work and have they given each job a set of positive values?
4. Have the students learned better to identify and develop an awareness of surroundings through the use of their senses?
5. Have the children developed a sense of personal worth and self-respect?
6. Have the children demonstrated a sense of pride in personal and group accomplishments?
7. Have the students strengthened their personal and social habits?

CAREER EDUCATION - GRADES 4 to 6

Special mention needs to be made concerning the change in format between Chapter III (grades 1 - 3) and Chapter IV (grades 4 - 6) of this Guide. The workshop participants felt that in the earlier grades a format of general objectives, performance objectives, and activities suggested methodology already employed at this grade level. The teachers for grades 4 to 6 developed a different approach to illustrate the desired goals. They, therefore, chose a theme of meeting people, watching people, and talking with people as a focal point for all class work. Unless the reader is aware of this change in format, some confusion may occur.

CHAPTER IV

INTRODUCTION

It is essential that children in the middle grades be exposed to a variety of career development activities that involve cognitive, simulation, and exploratory activities. The goals of career development in grades 4-6 require teacher, parent, and resource persons from the community at large. Career development is not a program to be initiated only within the school, it is a program that requires involvement of a variety of persons in immediate environment.

SOCIAL STUDIES

A. MEETING PEOPLE, WATCHING PEOPLE, TALKING WITH PEOPLE

ACTIVITY

Conduct field trips* to meet, watch, and talk with people on the job in:

factories
department stores
public buildings
newspapers
t.v. and radio stations
grocery stores
banks
lawyer's offices
farms
doctors' offices
construction sites
road crews
service stations
automobile agencies
restaurants
hospitals
public utilities

PERFORMANCE OBJECTIVES

The student will be able to name and describe job functions that he has observed. The student will be able to discuss (at a level in keeping with his development) the relationship between the work he has observed and the end product.

EVALUATION

Evaluation might be informal and based primarily on participation in several discussions. Formal, written evaluation might more appropriately be restricted to vocabulary necessary to identify and describe jobs and procedures observed while on the field trip.

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*Field trips need not be elaborate or long trips. They could be down to the corner to watch a road repair crew or on the playground to perform experiments. See Appendix C Field Trips.

RELATED ACTIVITIES

If the materials are available or could be available, it is desirable to record field trips by taking pictures or slides and making tape recordings of interviews or commentary for slide presentations. Try to let the students operate the equipment whenever possible.

If for one reason or another, you are limited to a small number of field trips, you may find it useful to have the students invite members of the community to visit the classroom to discuss their work, to show samples, and give demonstrations. It is especially good if the guests are parents or relatives.

A particular variety of field trip is the observation walk. The teacher and students may go no further than a few blocks from the school in surroundings familiar to all, but the object is to really observe these familiar surroundings. In this case, the specific object of the walk is to observe the many people who are doing their work; such as:

mail man	delivery boy
construction worker	road repairman
policeman	salesman
sanitary worker	Avon Lady
store keeper	tree surgeon
truck driver	telephone lineman
carpenter	meter maid
painter	

B. DOING WORK

ACTIVITY

1. Students can organize visits to places where they will be able to actually try the work being done.
2. Organize a business within the class.
    a. food sale (preparation and sale)
    b. classroom activities organized as a business.
        1. requisition supplies
        2. maintenance.

PERFORMANCE OBJECTIVES

1. To perform actual work.
2. To communicate precisely what functions they have performed.
3. To demonstrate efficient business practices.
4. To relate individual functions to the goals of the business they are participating in.

EVALUATION

The evaluation might rely almost totally on teacher observation of the student's performance and how efficiently he interacts with the others involved in the business. Discussion of the work experience and business problems may serve to further demonstrate how well the student grasps the ideas of work and business. The teacher should be careful not to overlook whether the business returned a profit or not.

C. RELATE ACADEMIC SKILLS TO WORK SKILLS

The academic aspects of social studies are primarily concerned with the things people do, make and value. Therefore, it is unnecessary to cite specific activities under this section. We urge that social studies emphasize the "World of Work" more often and more concretely.

LANGUAGE ARTS

A. MEETING PEOPLE, WATCHING PEOPLE, TALKING WITH PEOPLE

General Objective for Language Arts - Instill the idea in students that language is, at least, as important a tool in the "World of Work" as any machine.

ACTIVITY: Field trip to:

1. wildlife refuge
2. woolen mill
3. garage

PERFORMANCE OBJECTIVES

1. Identify jobs and functions*
2. Describe the work environment.
3. Discuss the occupational possibilities.

EVALUATION

Evaluation of the descriptions might be formal and written or informal and oral. Terminology applied to identifying jobs and functions* should become part of a working vocabulary and may require a more formal evaluation. The students should be encouraged to express their enthusiasm and interests as they discuss their experiences.

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* Functions are work roles.

ACTIVITY

Classroom visit by librarian

Skills

Library science or procedures

Terminology

1. card index
2. catalogue
3. fiction
4. biography
5. glossary
6. alphabetical
7. table of contents
8. reference
9. etc.

PERFORMANCE OBJECTIVES

1. Demonstrate the use of the library using the appropriate library skills.
2. Help another person use the library.
3. Incorporate library terminology into the individual's working vocabulary.

EVALUATION

The evaluation most appropriately relies in this case on use of library skills.
The use of library terminology may require formal, written evaluation.

ACTIVITY

1. Role playing (employer to applicant/employee). The employee can also view an application and make judgements.
2. Resource People
   a. to speak to the group
   b. to demonstrate procedure for completing various forms

PERFORMANCE OBJECTIVE

Understand interviews and/or complete job applications correctly.

EVALUATION

Teacher observation and/or completion of application/ information forms.

ACTIVITY

1. Give each child directions to go to a certain spot in the classroom or school.
2. Ask children to carefully observe a policeman and see what he does.

PERFORMANCE OBJECTIVE

Demonstrate the ability to follow a step-by-step procedure.

EVALUATION

1. Did student successfully follow a step-by-step procedure? Was he able to reach the specific spot?
2. Did the student satisfactorily describe and/or demonstrate the activities of the policeman he observed?

ACTIVITY

Have each child interview a person who works in his area of interest.

Skills:
a) Oral communication --- interview
b) Listening skills --- interview
c) Writing --- note taking or reaction reporting

PERFORMANCE OBJECTIVES

1. Find information about one's area of interest.
2. Examine the values that are important to accomplishment and success in this line of work.
3. Communicate the information and its values to another person.

EVALUATION

Evaluation of this activity might be casual: discuss with the children the information they have collected and what they think the person they interviewed valued in his occupation.

ACTIVITY

1. Parental orientation period for the planned school year.
2. Cooperative demonstration and games involving parents and children.
3. Parental observation encouraged by teacher.

PERFORMANCE OBJECTIVE

For the children to demonstrate that they have gained knowledge through sharing experiences of the parents who are involved in the world of work.

EVALUATION: Are parents participating in the world of work activities of the school?

1. Is the student able to comprehend, retain, and express facts?
2. Can he express himself orally from the facts accumulated through reading, discussion, and instruction?

B. DOING WORK

ACTIVITY

Role playing: Child pretends to be a worker (dish washer to professor) and explains to people about the job.

PERFORMANCE OBJECTIVE

Demonstrate the ability to use the W.O.W. terminology in classroom - directed activities (oral/written).

EVALUATION: Is the W.O.W. terminology being used correctly in the directed activities?

1. Game of matching terms to definitions or pictures.
2. Plays by the children showing everyday work; of famous people, or work situation (hiring/firing).

ACTIVITIES

1. Collect and identify materials and simple equipment to set up an assembly line or a series of processes that produces a product.
2. Have the students man different work stations and orally describe their respective functions.
3. Skills: a) vocabulary --- identification
   b) sequencing --- describing plant and process
   c) oral communication --- describing worker functions

PERFORMANCE OBJECTIVES

1. Construct an assembly line, production or service process.
2. Man work stations and successfully produce a product or carry out a service.
3. Orally communicate individual functions.

EVALUATION

Evaluation might be based upon: (a) assembling the production or assembly line; (b) contributing to the end product or service, and (c) communicating one's function on the production or service line.

RESOURCES

Industrial and Occupational abstracts may be obtained from:

1. The Maine Department of Economic Development
2. The Maine Employment and Security Commission
3. Local Industries
4. The U.S. Department of Labor
5. Associated Industries of Maine

C. RELATE ACADEMIC SKILLS TO WORK SKILLS

ACTIVITY

Make a scrapbook of occupational families.

PERFORMANCE OBJECTIVES

1. Identify occupational families.
2. Identify individual occupations.
3. Describe the function of each occupation in brief captions.

EVALUATION

The evaluation of this activity would simply be an evaluation of the correctness of identification, description of functions, and use of the terminology in scrapbook.

ACTIVITY

1. Letter to the company for:
    a. applications
    b. recommendations
    c. referrals
    d. thank-you notes
2. Labeling objects used in the "world of work".
3. Matching game of labels to drawings (student made) of vocabulary words.

PERFORMANCE OBJECTIVE

Demonstrate the ability to use "World of Work" terminology in classroom directed activities (written/oral).

SUGGESTED EVALUATION

1. Correct letter writing form.
2. Correct use of terminology.

ACTIVITY: Collect and identify materials and equipment for an industrial/service display presentation.

Skills:

a. Vocabulary _____ Identification
b. Writing & Composition _____ Preparation of Presentation
c. Oral Communication _____ Oral Presentation

PERFORMANCE OBJECTIVE

Construct an industrial display that includes labelling materials and equipment and be able to describe the the display sequentially, from the harvesting or extracting and processing of raw materials to the manufacture of the end product. The sequence should be of the major events in the process and can be found in simple industrial abstracts.

EVALUATION

Evaluation might be based upon the oral presentation of the display sequence and of the display itself.

OBJECTIVE

To understand the term artifact.

PERFORMANCE OBJECTIVE

Demonstrate understanding of terms by identifying objects as artifacts of certain era.

SAMPLE LESSON PLAN - LANGUAGE ARTS # 1

OBJECTIVE

To illustrate the variety of antiques, artifacts and tools that are related to work and community growth.

ACTIVITIES

Arrange a display of antique objects
Discuss the uses of each.
Discuss the differences between antique and artifact and old.
Define term "artifact"
List artifacts seen at home.
Those that are still used.
Illustrate how technology has improved today's tools over artifacts. (Example: knife - bone to steel)

MATERIALS

Artifacts
Check for films or filmstrips
Resource books and persons
Pictures of colonial homes and schools

EVALUATION

Students who choose may explain the display to other school groups. Others may be evaluated in their participation in setting up display and/or a description (written or oral) or by making pictures.

FOLLOW-UP ACTIVITIES

Bring in different artifacts and label as to use.

1. Demonstrate with artifacts. (spinning wheel)
2. Find out if parent does work in a factory that manufactures items that have replaced artifacts. If so, have parent or resource people come in to demonstrate.
3. Take a field trip to antique shop and factory.
4. Set up displays for the entire school.

SAMPLE LESSON PLAN - LANGUAGE ARTS # 2

OBJECTIVE

To illustrate change in the "World of Work". Act out roles of workers, comparing yesterday with today.

ACTIVITIES

1. Discuss "change" as a necessary part of life.
2. Compare occupations then and now.
3. Introduce role-playing of occupations.
4. Divide the class into teams.
    a. Resource team - (research)
        (1) books and encyclopedias
        (2) resource people from the community
        (3) collecting artifacts
        (4) interview
        (5) museums and antique shops
    b. Writing team
        (1) Develop role-playing skits
        (2) Publish a career newspaper

MATERIALS

cardboard, paint, wood, tools, crepe paper, old and new clothing, sewing machines.

EVALUATION

1. Did the team follow through on projects?
2. To what extent did each individual participate in the team projects?

SCIENCE AND HEALTH

GENERAL OBJECTIVES FOR SCIENCE/HEATH: Instill in the students a knowledge of science and health in the occupational world.

A. MEET, WATCH AND TALK WITH PEOPLE

ACTIVITY

1. Use the nurse to explain the heartbeat.
2. Invite the cook, dietician, or such to explain calories in foods and proportions in cooking.
3. Interview supervisors or personnel managers as to policies related to safety and/or physical health.

PERFORMANCE OBJECTIVE

Students are able to describe their reactions, either written or oral, meeting, talking, and watching people at work.

EVALUATION: (Suggested)

1. Have the students demonstrate their knowledge of the world of work, either written or oral.
2. Have the students prepare a poster, bulletin board, or a real meal depicting a well-balanced meal.
3. Have the students pretend they are supervisors or managers and have to write a safety policy. Have them write a paragraph of safety policy explaining why each safety rule is necessary.

B. DOING WORK

Activity

1. Develop a bulletin board having terms relating to a specific unit. The student can bring in pictures to match with the words.
2. Measure volume, weights; find proportions; consider distances and sizes.
3. Find the total daily calories consumed.
4. Make a simple hoist (chainfall).
5. Collect safety rules, slogans and posters from different businesses.

PERFORMANCE OBJECTIVE

Students demonstrate the ability to use world of work and demonstrate terminology in classroom activities; and demonstrate that they have gained knowledge through sharing experiences.

EVALUATION: (SUGGESTED)

1. Take terms off bulletin board, then have the students identify the pictures, orally or written.
2. Have students demonstrate the ability to use proportions by doubling, halving, or tripling a recipe.
3. Explain a safety slogan (oral or written).

C. ACADEMIC AND WORK SKILLS

ACTIVITY

1. Oral conversation - sing songs of the world of work related to science and health.
2. Take a homemaker's receipt and increase the proportions to feed the class.
3. Make a list of different tools and their working principles.
4. Compare tools with working parts of the body.
5. Role play situations showing the need for good mental health, self-control, taking advice and getting along with people in different situations.
6. Point out actual situations in the classroom that illustrate "self-control" and the "give and take" role.
7. Compare science and health background to particular occupations.
8. List recent techniques that have come about by knowledge of modern science.

PERFORMANCE OBJECTIVE

Students can show that learning has taken place by being able to use good manners and attitudes, exhibit self-control and work with each other as well as with objects.

SUGGESTED EVALUATION

1. List and explain five world of work terms related to health and five world of work terms related to science.
2. Draw or bring in pictures of three leverage devices (body and/or machine).
3. Choose an occupation and explain (oral or written) how science and health relate to it.
4. Teacher may observe student progress in various activities.

SAMPLE LESSON PLAN - SCIENCE

OBJECTIVE

To introduce the principle of the complete circuit in electricity.

MATERIALS NEEDED

1. One 1/2 to 6 volt battery
2. Twelve feet of shielded copper wire (bell wire)
3. One flashlight bulb
4. One knife switch or door bell switch
5. Socket for the bulb
    1. the head of a flashlight
    2. a piece of a Christmas tree light
6. Brass paper fasteners (spread clips)
7. One cardboard shoe box

PERFORMANCE OBJECTIVE

To construct a matching question-answer game by the use of complete circuits.

ACTIVITY

1. Discuss the term circuit (complete)
2. Show the use of a switch
3. Draw a diagram of a basic circuit which includes a bulb to give visual proof that the circuit has been made.

EVALUATION

Build a matching game involving the use of complete circuits and a light bulb (A switch is not necessary).

HOW TO BUILD A MATCHING GAME

1. Take the cardboard shoebox and punch a series of holes in the top of the box.
2. Make sure the rows of the holes are parallel and near either end.
3. Insert spread tacks in the holes; then spread them.
4. Remove the cover and turn it over.
5. Connect a piece of bell wire from any tack on one side to any tack on the other side. Pair up all tacks in this manner. (one wire connection on each tack.)
6. Turn the cover back over and place on top of the box (somewhere near the middle) a socket with a bulb.
7. Take one wire from the socket and make sure it can reach all the tack heads on that side (this is the first probe wire).
8. Take the other wire from the socket, punch a hole in the box near the socket, push the wire through.
9. Turn the cover over, connecting the wire pushed through to one battery terminal.
10. Punch another hole in the box near the most recently punched hole.
11. Place a wire from the second battery terminal through the hole to the top of the box cover making sure that this wire can reach any tack head on this side (this is the second probe wire).
12. One side should have only answers under each tack head, the other side has questions. Make sure the question-answer corresponds to the writing underneath the cover.
13. Touch one probe wire to the question and the second probe wire to an answer; if it lights up the bulb, you have matched the correct answer to the question and completed a circuit.

A. MEET, WATCH, AND TALK TO PEOPLE

PERFORMANCE OBJECTIVE

To have children identify positive attitudes toward careers and the world of work through math.

SUGGESTED ACTIVITIES

1. Resource Person:
   Example: A forester could be invited to the classroom to discuss how math enables him to do his job efficiently.

2. Field Trip:
   Example: Meat market - weight, price, labeling of products or produce. A forest preserve.

3. Interview individuals in world of work:

   Materials - Notes or portable tape recorder
   Questions - a. training requirements
   b. Money earned per year, week, month
   1. multiplication skills
   2. division skills
   3. basic mathematical skills

EVALUATION

List three local occupations that are predominantly math oriented.

B. DOING WORK

PERFORMANCE OBJECTIVE

To demonstrate that math affects everyday living by listing three examples encountered in "hands-on" activities.

SUGGESTED ACTIVITIES

1. Hold observation program. Shadowing a stock clerk in a local store. Role-playing the stock clerk setting stock on shelves.
2. Keep attendance records.
3. Keep records of the school lunch money, their own grades, etc.
4. Take inventory of school equipment and supplies and have students estimate the needs for each student in his classroom (paper, pencils, erasers, coloring materials).
5. Make charts and keep records of the school's athletic events.
6. Study newspapers - - -
   a. Advertising; sales, cost of articles
   b. Charts, diagrams, graphs
   c. Budgets in the news - local, state, federal

EVALUATION

1. Students could report on how the family is affected in every day life by activities 1 and/or 6.
   Example: How does the federal budget affect the father's take-home pay?
2. Students could set up the monthly report of the school lunch money from their records and compare it with the teacher's copy.

C. RELATED ACADEMIC SKILLS AND WORK SKILLS

PERFORMANCE OBJECTIVE

To help identify math skills necessary to perform the several jobs or occupations in parts A and B, or the math basic outline for supplemental vocational activities as they might apply to school and individuals.

SUGGESTED ACTIVITIES

1. Role-playing:
   Example: Set up different math problems that might be encountered in doing work as a stock clerk.
2. Resource Person:
   Example: A forester - must know how to measure tracts of land.
   Set up some problems in multiplication dealing with areas (small).
3. Money skills - drill on the use of decimals as they apply to money.
4. Relate the concept of fractions by demonstrating how the cost of many items is figured on a fraction of a cent or per cent.

EVALUATION

1. Teacher made test on each separate math skill presented at any one specific time and/or teacher observation of such performance.
2. Tests of different skills which might be applied to the world of work.

SAMPLE LESSON PLAN - MATHEMATICS

OBJECTIVES

1. To reinforce multiplication tables by means of "hands-on" techniques.
2. To show importance of multiplication as it applies to work.
3. To define at least three terms related to math skills as applied to the world of work.

ACTIVITY

1. Count number of tiles on the floor.
2. Count number of tiles in a row and multiply by number of columns.
3. Count number of tiles down and across to find how a contractor knows how many to purchase.

FOLLOW-UP

Invite one or more of the following persons to come to the classroom to discuss the use of multiplication as it applies to their work:

1. engineer
2. carpernter
3. brick layer
4. construction laborer

EVALUATION

1. Follow-up test on multiplication facts (oral and/or written).
2. Definition of at least three terms related to the math skills as applied to the world of work.

PHYSICAL EDUCATION

A. MEET, WATCH, AND TALK WITH PEOPLE

ACTIVITY

Invite resource people from the sports world to the classroom.

PERFORMANCE OBJECTIVE

Develop an awareness of team work and good sportsmanship in the world of sports and emphasize the difference between a professional and an amateur.*

EVALUATION

List one to five activities that depend on teamwork. Identify situations that show good sportsmanship.

ACTIVITY

Have the teacher give simple step-by-step directions for a given activity.

PERFORMANCE OBJECTIVE

Develop the ability to follow directions correctly.

EVALUATION

Did the students successfully follow a step-by-step procedure?

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* Amateur - one who engages in a pursuit of sport as a pastime rather than a profession
Professional - a person receiving financial return from his participation in a sport.

B. DOING WORK

ACTIVITY

Use a series of games, exercises, dances, running and free movement to illustrate the various forms of physical effort that can be used to accomplish work.

PERFORMANCE OBJECTIVE

Develop an awareness of the worth of individual or team records.

SUGGESTED EVALUATION

Through teacher observation, decide if each student showed progress in awareness of the activity's value.

C. ACADEMIC AND WORK SKILLS

Record student accomplishments on performance sheets.

PERFORMANCE OBJECTIVE

Identify student achievement in a given activity.

EVALUATION

Teacher observation (1) are performance sheets up to date? (2) are students interpreting their performance sheets and accepting them?

ACTIVITIES

1. List five professional sports and three sports in which participants are generally amateur.
2. List the names of sports for both amateurs and professionals.

PERFORMANCE OBJECTIVE

Identify leisure time activities that people are involved in to relieve their occupational tensions.

SUGGESTED EVALUATION

1. Have the students report on their parents' leisure activities that help them to relieve their occupational tensions.
2. Students should be able to list or discuss the activities that enable them to relieve their own tensions.

SAMPLE LESSON PLAN - PHYSICAL EDUCATION

GENERAL OBJECTIVE

To teach movement and team work

PERFORMANCE OBJECTIVE

To demonstrate the ability to perform "in-time" step as a team.

ACTIVITY

1. Compete in paired teams and in "Timed" events.
2. Compete in relay-teams.
3. Vary motion in pairs.

MATERIALS

1. Two potato sacks
2. Watch (for timing)
3. Measured area

EVALUATION

Have students demonstrate that they can function as a team.

TEACHER EVALUATION

Did the children make an improvement in the pre-coordinated efforts?

EVALUATION

A learning experience is effective only when a transfer of information is made and acted upon by the student. Serious self-questioning by the teacher can facilitate this transfer and integration of information. The following questions are presented to aid the teacher's evaluation. They can be used in any subject area and to evaluate the objectives.

1. Did the introduction to the lesson effectively reach all children?
2. Did I include all children in the activity?
3. Did I use words of explanation relevant to the situation and capabilities of the children?
4. Did I provide enough information in my directions?
5. Did I make provisions for individual differences and room for successful achievement for each?
6. Did I provide for concrete experiences to associate with an expanded idea?
7. Did we get where we wanted to go?
8. What was truly accomplished?
9. Did I review or summarize at the end of activity or lesson- especially when a new concept has been introduced?
10. Are the children building their vocabulary relative to the world of work?
11. Have the children learned of the different avenues of resource to learn more about jobs?
12. Are the children working at study habits to make more efficient use of time?
13. Are the students using their own experiences for a greater awareness of the job world- in awareness, recall, participation, interrelationships?
14. Does the student transfer classroom learning to the world outside?
15. Does the student employ problem-solving techniques with inquiry into the job world?
16. Have the children learned to proofread?
17. Have the children learned to accept their own level of ability?
18. Can the students formulate questions that are related to the work field and that establish a sense of direction?
19. Are the students revealing and using experiences to better understand the work world?
20. Have the children acquired the skills necessary to aid in an understanding of work and jobs?
21. Are the children learning to locate and to use a variety of resource materials?
22. Are children developing study habits that show efficient use of time and a direct relationship to assignment?
23. Are the children respectful of one another in a group situation?

- The average American has more leisure hours than working hours in a year. (2,175 leisure hours compared to 1,960 hours of paid work.)

- More than 1/3 of the lifetime of most Americans is free unoccupied time.

- Investment in leisure type activities exceeds $150 billion dollars yearly.

- "Recreative experience" is essential to man's psychological and spiritual well-being, just as essential as food, sleep, work, and protection from environmental hazards.

- If our leisure is used properly and in appropriate ways, we may have less feeling that we are under stresses and strain. The inability to function effectively in a community whether at work or during one's leisure, is one of the symptomatic factors contributing to institutionalization for emotional illness.

CHAPTER V

LEISURE AND CAREER DEVELOPMENT

Rationale

Why would anyone attempt to teach an expert, the child, about leisure and leisure time activities? It may seem like a frivolous undertaking if one considers leisure time to be time wasted, or at best unproductive. But, like learning and work experiences, leisure time experiences should be as meaningful and fulfilling as possible to each individual.

Leisure time is "choosing time," but it will only include the choices that experience provides. The effective experiences of elementary school children rely to a great extent on concretensss and the possibilities for modeling behavior. Children will learn to value leisure if the only objective for activities is Enjoyment: They will learn to differentiate between time allotted for work and time allotted for leisure only if many and varied opportunities for recreation and diversion are offered by a participating teacher/model.

Teacher participation is also important in the period of transition between work and leisure, and leisure and work. Every individual can try to make a natural transition that the classroom situation can comfortably accommodate.

Children need leisure activity ideas that correlate with their developmental stages. For convenience we have placed a summary of Gesell's developmental stages in Appendix H. Since some children are not typical of their age group, activities from several levels might be considered. Provide some leisure time in you day's plans and let all participants share in that planning. Encourage choices that include privacy, a chance to do nothing, trying new things and leisure activities which may be more strenuous than their everyday work. Provide choices from all phases of the curriculum. For Mathematics, choose games involving problem-solving and computation such as chess, bingo, and pool. Language Arts enthusiasts can enjoy dramatics and puppet shows. Science can be stressed in gardening, collecting, and model building. Safety, playground activities and first-aid stress health and physical education. Class meetings and cultural pursuits enhance social studies. Also, include music and arts and crafts.

Many schools are using a "leisure" period to offer a wide range of new experiences to students. Faculty and parents can pool ideas on hobbies and interests and teach these as "mini-courses." Student participation is voluntary. The following is to be considered a partial list of activities for children ages 6 to 12. Additional activities will result from the imaginative planning of the teachers and pupils.

Age 6 He finds decision-making difficult and resists following directions. He is characterized by using whole body movement and enjoys dramatization. He needs short span activities.

Activities:

1. Role playing
2. Painting, coloring, pasting, cutting
3. Collecting (feathers, rocks, etc.)
4. Ball games (roll and catch)
5. Bean-bag play
6. Care of plants
7. Circle games (Farmer-in-the Dell, Ring-Around-the-Rosie)
8. Tag

Age 7 He is more organized and enjoys reasoning. He still needs short span activities. He lives mainly in a world of feelings rather than actions.

Activities:

1. Card games (War, Old Maid)
2. Rope games
3. Hop-scotch
4. Throw and catch
5. Riddles and word puzzles
6. Puzzles
7. Role playing

8. Charades

9. Board games (Checkers, Hands Down)

Age 8 He is robust. He enjoys rough-and-tumble games, and is accident prone. He works in high gear and is dramatic and rhythmic. Although he is sensitive, he is learning to lose. He is impatient and likes change.

Activities:

1. Relays
2. Simple team games
3. Tag
4. Dodge-ball, Kick-ball
5. Scouting
6. Youth activities of community
7. Croquet

Age 9 He is independent. He enjoys hobbies and competitive games. He prefers friends to family.

Activities:

1. Choir
2. Music lessons
3. Dancing
4. T.V.
5. Collections
6. Model building
7. Scouting

8. Bike driving - emphasizing safety rules
9. Gun safety (refer to the National Rifle Association)
10. Fishing
11. Art (painting, sculpting)
12. Simple woodworking
13. Rollerskating
14. Basketball (free throw)
15. Introduce President's Physical Fitness Program

Age 10 He is casual--to the point of being sloppy. He feels closer family ties than at 9. He has large over-all viewpoint. His recall is excellent. He tends to be quite verbose. He is less critical of self than at age 9.

Activity:

1. Reading--especially biographies of childhood of famous persons
2. Outdoor games--baseball, soccer, volleyball
3. Competitive team sports--stressing fair play
4. Local youth organizations
5. Home arts
6. Hockey
7. Jogging

8. Hiking

9. Dancing

Age 11 and 12 He exhibits pre-puberty growth spurt. There is close association with peer group of own sex. He has extreme changes in mood.

Activities:

1. Social dancing
2. Team sports
3. Bowling
4. Swimming (scuba diving)
5. Tennis
6. Table tennis
7. Industrial Arts
8. Home Economics
9. Archery
10. Interpretative dancing [1]

It is strongly suggested that the teacher work closely with Physical Education and Health supervisors, Industrial Arts and Home Economics teachers. Working with and involving the Recreation Committee of the community will be helpful. Students, too, may prove to be a substantial resource.

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[1] Material adapted from lecture presented by Mr. Clyde Gillespie, Gesell Institute of Child Development, New Haven, Connecticut, on October 24, 1968 to EPDA Fellows.

Chapter VI

SUMMARY

Career development is an on-going process in the life of every individual. During the elementary school years, each child must be assisted in developing a positive self-concept and a flexible attitude regarding his career goals. Career development experiences and activities must be oriented to promote this growth. As teachers with a serious commitment to every child, our goal must encompass skill development in academic subject matter and those areas that will lead to responsible participation in the community.

The Career Development Guide, developed in this workshop, is broadly conceived and organized to permit wide application in a variety of school systems. Each teacher who uses the Guide should feel free to modify the objectives and activities to his unique situation. It was not our intention to restrict the imaginative capacities of the Maine teacher, but to suggest a variety of career activities that would revitalize the traditional curriculum.

Since the career development program requires a new emphasis, the introduction of new career resources will help integrate a vocational curriculum with the academic. The teacher should become aware of each industry or work situation mentioned in any subject area. If possible, students should be given responsibilities (i.e. jobs) in the classroom according to their capabilities, and good performance should be recognized. To implement this program, visits to industry in the specific school areas will be of great advantage since both teacher and student will be exposed to activities in the work world.

To aid the teacher in implementing this Guide, the following specific recommendations are offered:

1. Radiate a positive attitude about a variety of career activities in all areas of work.

2. Allow the program to be flexible. Children need freedom to experience degrees of success and teachers should not over-control the career development activities.

3. Encourage each child to evaluate his work through "hands-on" types of activities rather than relying on written reports.

4. Invite and encourage a wide variety of parents to participate in the career development program. Parents provide a good source for career models and as such should be involved more.

5. Set reasonable goals for integrating career development activities within the traditional curriculum. It is recommended that a career-related topic be introduced weekly in the classroom.

The success of this program hinges heavily on these factors.

Creative instructional skill on the part of involved faculty will ultimately determine the success of the career development program. If each child is to make a significant contribution in our society via a productive career, it will be as a result of interested teachers who link subject matter to the real world. There are obstacles to complete implementation of any program or suggested change in educational practice, but we have the knowledge to achieve this goal.

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APPENDICES

Appendix A

SAMPLE LETTER TO BE SENT HOME TO PARENTS

School:

Address:

Date:

Dear Parents,

Your child would like to become more aware of the World of Work. You can provide a great service to education by answering the questions below. Your information and/or participation will make the students more aware of what goes on in the World of Work and how his school work relates to that world.

The information will be used by the _____.
(Grade and Subject Area)

Please answer the questions and return the completed questionnaire to school by _____.
(Date)

1. What is your job? Father _____.

   Mother _____.

2. What are some of the responsibilities on the job?

3. Do you have anything to share to help us to better understand your job? (pictures, tools, materials, charts, etc.)

4. Is your place of employment a good "field trip" possibility for this grade level? _____

5. Would you be willing to talk to the class about your work? _____.

6. Do you know of other jobs in the area that would be of special interest to the class? _____.

Thank you for being a part of Education.

Sincerely,

_____
(Teacher and/or students)

Appendix B

FILM USE GUIDE

1. General Objective: To increase the permanency of learning.

2. General Performance Objectives:

   a. to increase the initial learnings
   b. to give meaning to other experiences
   c. to help the older learner
   d. to help build vocabulary and skills

3. Activities:

   a. prepare equipment and room, and preview film
   b. explain the goal or objectives for film
   c. describe and indicate points to watch for in film
   d. run film without interruptions other than mechanics

4. Follow-up:

   a. discuss film as soon after the showing as possible
   b. assign research arising either from film or from discussion

5. Evaluation:

   a. summarize the contents of the film orally or in writing.

Appendix C

PLANNING AND CONDUCTING A FIELD TRIP

OBJECTIVES:

1. to stimulate and motivate student interest
2. to see work as it actually is
3. to relate field trip to an instructional area
4. to break the monotony of confinment to the classroom

PERFORMANCE OBJECTIVE: To enable students to identify their school training as a stepping stone to an occupation.

ACTIVITIES:

1. Preparation
   a. where
   b. when
   c. what
   d. who
   e. why

2. Alert industry or business to be visited - tell them what you want to see

   1. Desired information about occupations available
   2. Talk with students - not teachers
   3. Tour - question and discussion period

3. Prepare student - purpose of going

   1. conduct and behavior
   2. safety
   3. dress appropiately
   4. secure parental permission
   5. give individual students responsibility for taking pictures, taping, asking questions. (Pre-determined)

4. Transportation

EVALUATION:

1. Students discuss what was observed
2. Students give reports on field trip
3. Students might take a series of pictures

FOLLOW-UP ACTIVITIES:

Remember that industry has to give of its time and energy to make the trip a success. A thank-you note is very appropriate.

C - 1

MINI FIELD TRIP

The mini trip should be planned as a walking or very short ride trip that can be accomplished in no more than forty-five minutes.

The size of the group should be no more than a regular class. If a parent or two can be used to help guide the students it would be helpful. However, it is not absolutely necessary.

Preparation is the key to success of this type of activity. This should be twofold:

A. Preparation with students

B. Preparation with employer-employees

The trip must include opportunities for as many students as possible to perform some of the operations that employees do in the course of a regular day of work. The students must not be observers only. A book, a motion picture or a slide strip would do almost as much if there are no hands-on experiences. This must be provided for doing the planning phase between the school and the employer-employee plan.

It is suggested that a serious effort be made to have good publicity after the mini field trip. Students should be involved in this activity. Pictures could be taken and a brief but detailed write-up written by class members. Be sure names are complete and accurate. Get employees and employers and students in the picture. Make a copy of the picture for class records of such trips.

Richard D. Jenkins
Weatherbee School
Hampden, Maine
04444

MINI - MINI FIELD TRIP

This kind of field trip should be limited to a group of five or six students. The leader should be an interested parent. The criteria for students to be included in this group is simple. Students who show particular interest in a specific job will make up the group.

An hour or two should be allowed for this trip.

The parent can provide transportation and often will be included in the planning activity. He may be the original contact with the business owner.

With a small group, there can be many more chances for the students to perform the operations which are part of the selected job.

The same follow up in relationship to publicity should be observed.

Richard D. Jenkins
Weatherbee School
Hampden, Maine
04444

C - 3

MINI - MINI - MINI FIELD TRIP

This kind of business visit has to be the outgrowth of one of the other two mini trips. The students are invited by the employer to return to the place of work one at a time. The student will "shadow" a particular employee for an entire day of work. When possible, he will assist the worker in some of his job duties. The participation must be voluntary by all parties.

FIELD TRIPS - GENERAL COMMENTS

We all should remember a basic thought in relation to field trips. They are not an end in themselves. They are culminating activities of a series of learning experiences, or spring-boards to following activities.

Permission from parents is necessary and a complete explanation of what the students are to be exposed to is very important.

Richard D. Jenkins
Weatherbee School
Hampden, Maine
04444

APPENDIX D

CLASSROOM DEMONSTRATION MODEL

(LEVER PRINCIPLE)

RATIONALE

The basic principles of machinery are significant aspects of our concept of work. How does machinery make some jobs easier? How does machinery make it possible for men to do jobs they couldn't do before? An understanding of simple machines, such as the lever, is an important part of the child's exploration of the "World of Work."

OBJECTIVE

To give a concrete demonstration of the lever principle and to introduce the elements for "hands-on" activities and computational skills that the student will need to use the lever as a tool to do work (or play) more efficiently.

PERFORMANCE OBJECTIVE

The learner will be able to show balance with a lever.

ACTIVITY

1. Set up a simple lever/fulcrum device.
2. Demonstrate mechanical advantage and mathematical ratio. Look for occupational implications in the following areas:
   (1) Construction worker
   (2) Crane operator
   (3) Machinist
   (4) Back-hoe operator
   (5) Farmer
   (6) Boatman
   (7) Postal Clerk

VOCABULARY

fulcrum, lever, load, effort, balance, advantage, disadvantage, distribution, ballast, slope, incline, ration, equation.

SKILLS

1. Math operations -- multiplication, division, ratio, problem-solving, scale measurement, addition, and subtraction.
2. Vocabulary
3. Oral communication --- discussion of lever concepts and occupational implications.
4. "Hands-on" experience --- manipulation of demonstration equipment.

EVALUATION

1. Teacher evaluation of the impact of the demonstration.
2. Successful student demonstration of balance, advantage, disadvantage and measurement of the loads and efforts necessary for movement.

RELATED ACTIVITIES

1. pulley
2. wheel and axle
3. wedge
4. incline plane
5. screw

RESOURCES

1. classrooms visit - parents, neighbors
2. overhead project overlays
3. films and filmstrips - example: "Donald and Math Magic Land" - University of Maine Film Director.
4. resource personnel (occupational workers)

Appendix E

TEACHER EVALUATION SHEET

1. What specifically were you attempting to teach?

2. Did you succeed?

   Yes_____
   How do you know?

   No_____
   Why not?

   Can't say_____
   Why not?

3. What specifically did you do that was intended to produce successfully the learning you wanted to occur?

4. Did you do or fail to do anything that made learning more difficult for your students than it needed to be? What specifically?

5. Did you do or fail to do anything that actually prevented your students from learning what you were trying to teach?

6. What do you think you might do to further improve your teaching performance?

Appendix F

MODEL FOR USING RESOURCE PERSONS

OBJECTIVES: Expose students to workers from the World of Work.

A. Pre-planning

1. Determine most typical occupation related to the subject matter being studied.
2. Provide opportunity for student participation in selection of speaker/demonstrator.
3. Allow students to help develop, carry out, and follow-up the program. (Make introduction, ask pre-determined questions, thank speaker, formulate follow-up letter, etc.)

B. Initial Contact

1. Obtain background information necessary to properly introduce Resource person.
2. Inform Resource person of:
   a. Audience size
   b. Equipment available
   c. Starting time and length of time
3. Ask Resource person to comment on pertinent information desired such as:
   a. Job opportunities
   b. Related occupations in his field
   c. Requirements (Physical - Educational - Training)
   d. Where, when, and how to obtain training and education
   e. Nature of work
   f. What satisfactions workers receive from this type of work
   g. Working conditions, working hours, salary, benefits, etc.
4. Ask Resource person to allow student questions

C. Follow-up activities
1. Site visit - bulletin board - role playing - oral reactions by students - written reactions - audio-visual presentation of related occupation.

D. Evaluation

1. By Teacher
   a. Student interest (observable)
   b. Student acquisition of new terms and words (written - oral)

2. By Student

   a. List main points covered by Resource person.

3. By Resource person:

   a. Complete an evaluation sheet provided by teacher that asks questions:

      1. Were Students properly prepared?
      2. Do you feel your presentation was timely for this age group?
      3. Were facilities adequate?

E. Suggestions For Effective Use of Resource People

1. Have background information about the person so that he may be properly presented to the class by the teacher or a class committee.
2. Inform the speaker of audience size, space, equipment available, and program.
3. Ask the speaker about such things as:
   a. job opportunities
   b. types of occupations in his field of work
   c. requirements
   d. nature of the work
   e. fringe benefits, working hours, conditions, etc.
   f. training and education requirements
   g. how and where training can be obtained
   h. what satisfactions workers receive from this type of work
4. Indicate time limit allowed to the speaker.
5. Allow ample time for student questions.

F. Follow-up

I. Allow time for student reaction on materials presented by the speaker the previous day.
2. Each student should list what he felt were the main points presented by the speaker.

APPENDIX G

GUIDE FOR TEACHER WORK EXPERIENCE INTERVIEWS

A. SUGGESTED PLAN

Teacher takes one day or more to go into work situations for first-hand experiences. (Workshop participants strongly urge this even if released time is not available.)

B. SUGGESTED QUESTIONS DIRECTED TO EMPLOYEE

1. What is your job?
2. Would you be there if you had a chance to further your education?
3. Did you look around before deciding on this job?
4. Would you work for less money if you thought that you would be happier in this new job?
5. Do you have children? If "yes", how many of each?
6. What would you like to have the school provide for your children?
7. What do you do in your free time?
8. What occupation did your parent(s) have, if any?

C. REACTION OF WORKSHOP PARTICIPANTS FROM ACTUAL FIRST-HAND EXPERIENCES

For a manufacturing plant operating on a piece work basis in all areas of production, the employees' attitudes were surprising. While everyone worked quickly and efficiently, no one looked hurried or harassed.

The plant was also quite clean and while the machines were noisy enough to limit conversation, the noise did not strike me as being offensive.

Because of the seasonal nature of the product involved and the production rush, the company preference tends to be for men, only because women are not allowed by law to work longer than 9 hours a day. Management did agree that usually women tended to be more conscious of maintaining quality in their work.

Most workers in this plant have worked for the company for a number of years and are used in a number of operations in their particular departments. Some jobs can be learned only on an apprentice system, and are not proficiently performed until after 5 - 7 years of practice.

The work simulation provided confirmation of two points:

1. Most parents know little or nothing of the school's environment. Their sum total knowledge consists of: a. the child's rank; b. the teacher may or may not seem like a nice person.

2. Schools, in general, do little to help an individual become self-supporting.

Constructive observations from workers indicated that more handicraft activities should be included in the school program, and children should be personally shown through industrial plants in the area. Math basic should be stressed more. Vocational training would be good, if feasible, on a high school level.

Most parents felt their children had a very good idea of the actual work requirements of their particular occupations.

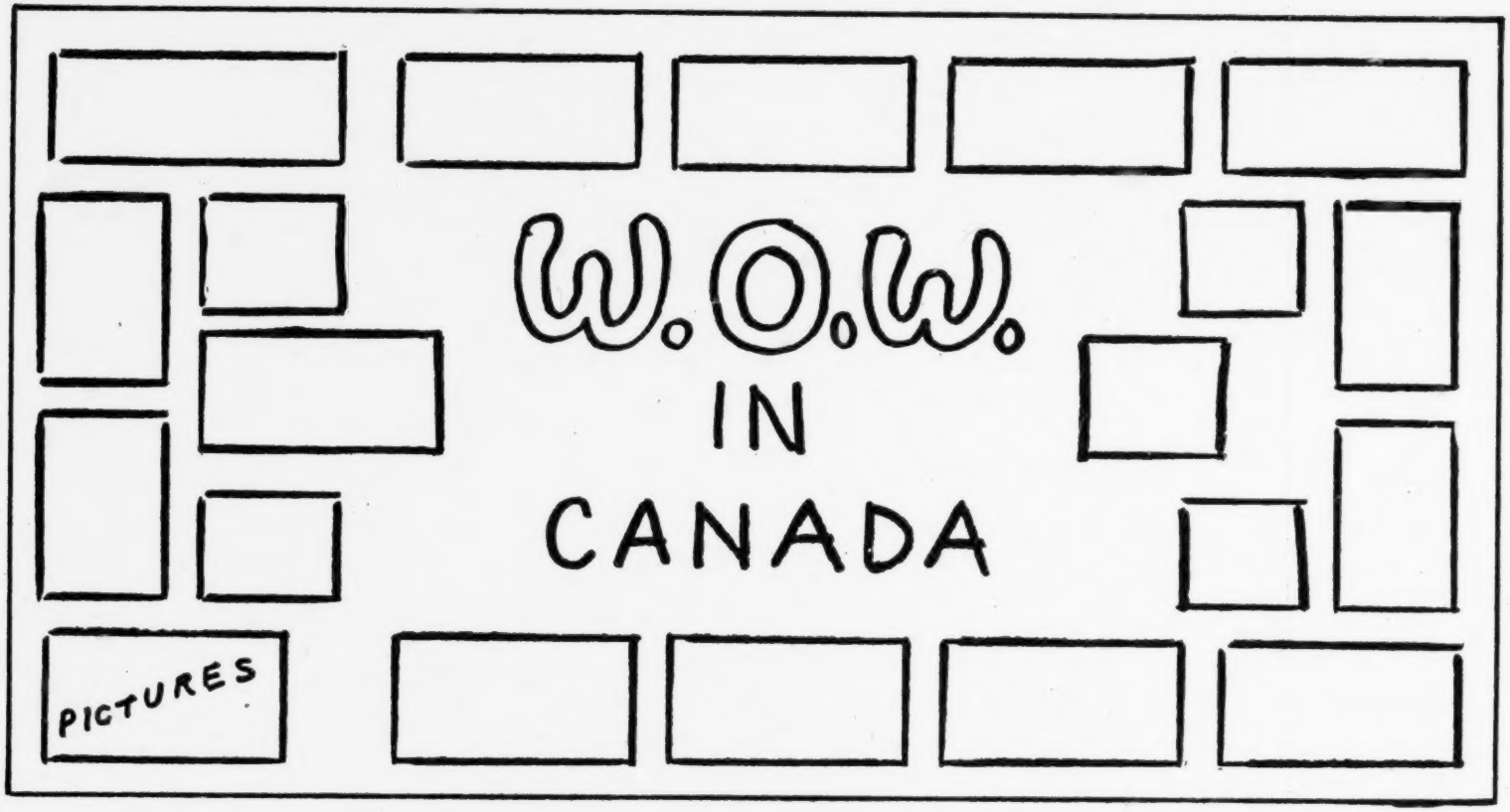
Employers seem to believe that on-the-job training would alleviate the tension which interferes with job performance during the training period. They also feel that all workers should be conversant with each phase of production.

APPENDIX H

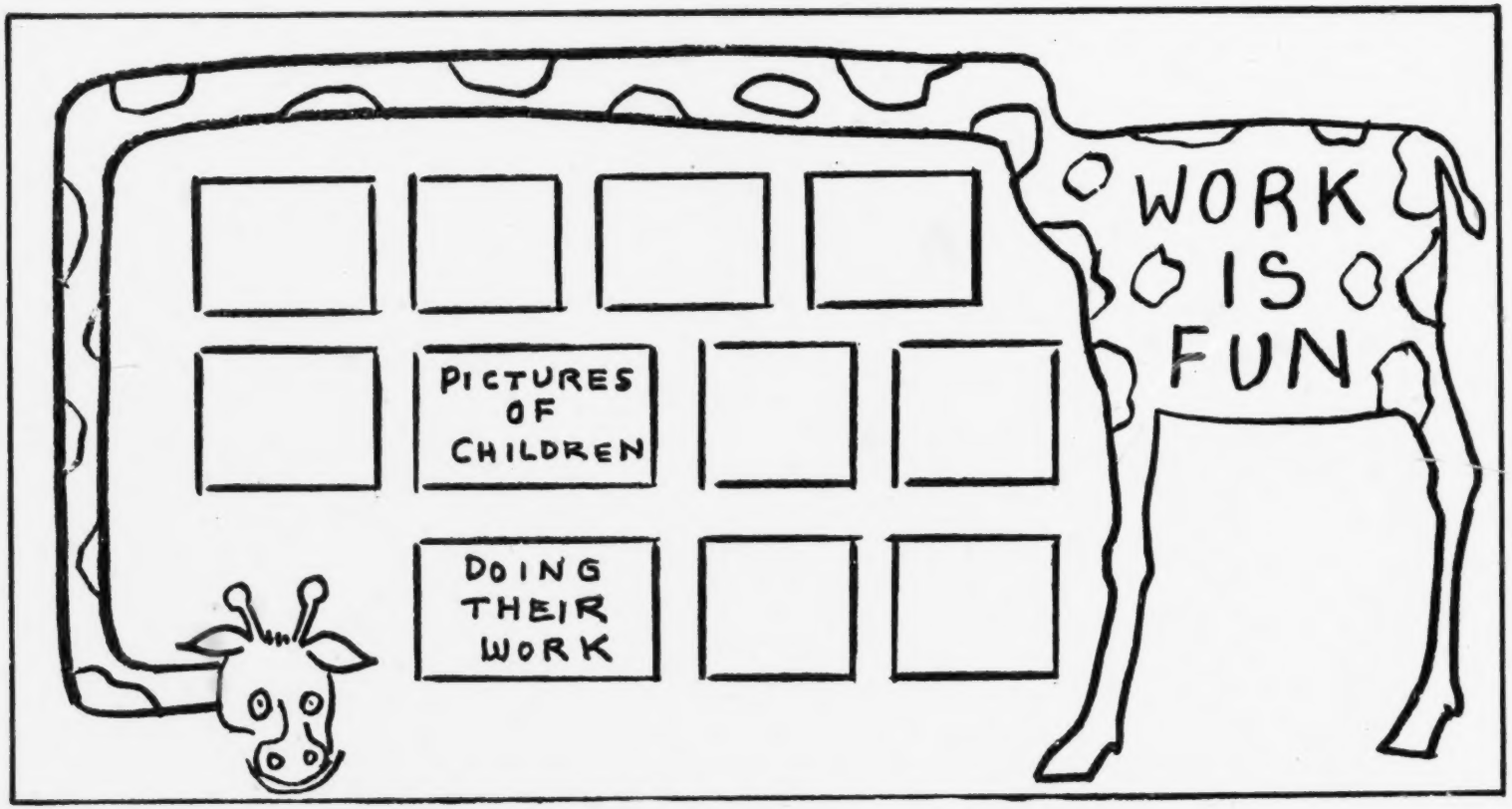
A series of bulletin board suggestions comprise Appendix H. Each illustration is an example of imaginative efforts by the classroom teachers that developed this Guide.

Bulletin Board Suggestions

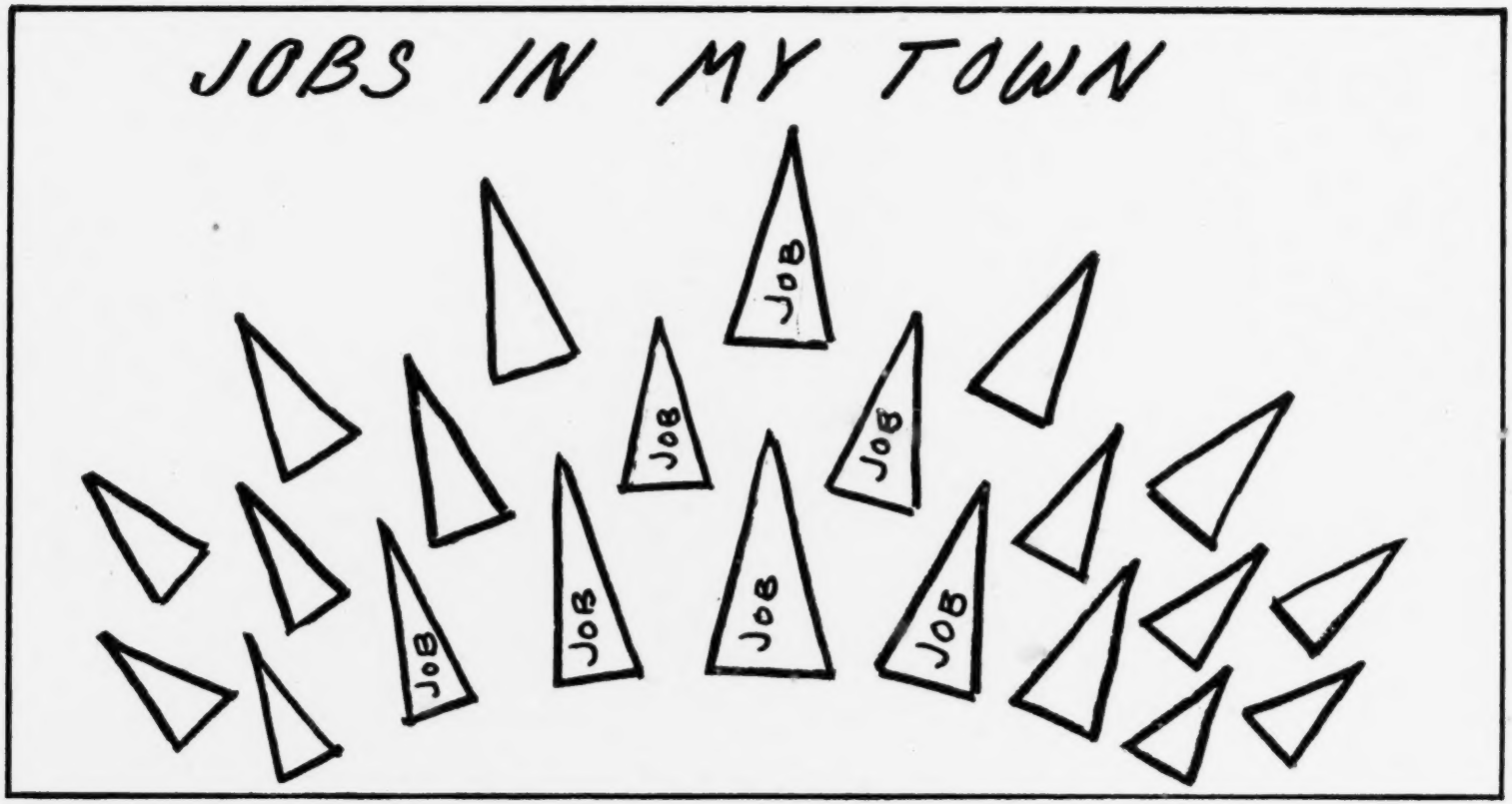
H-1



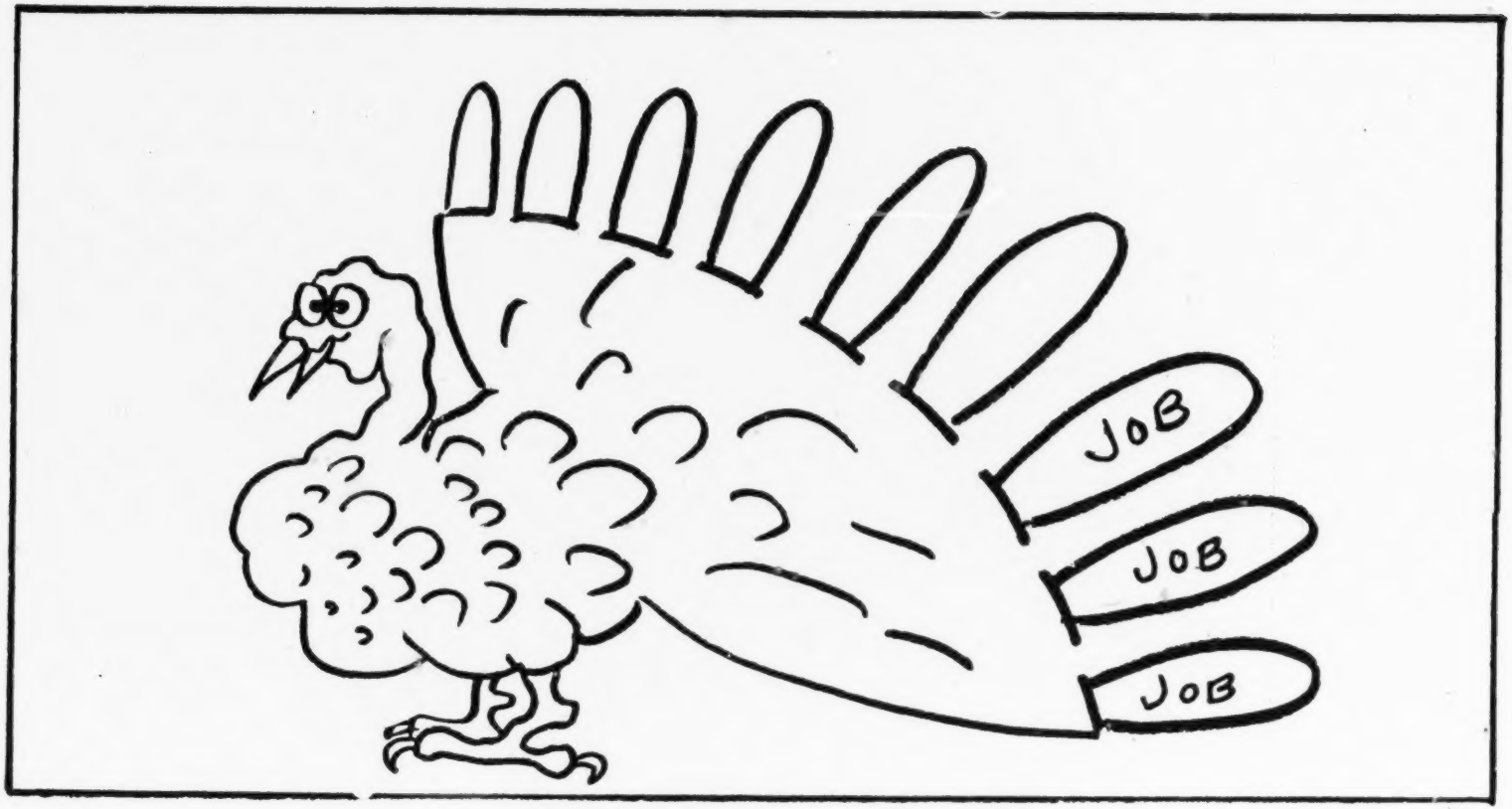
W.O.W. = WORLD OF WORK



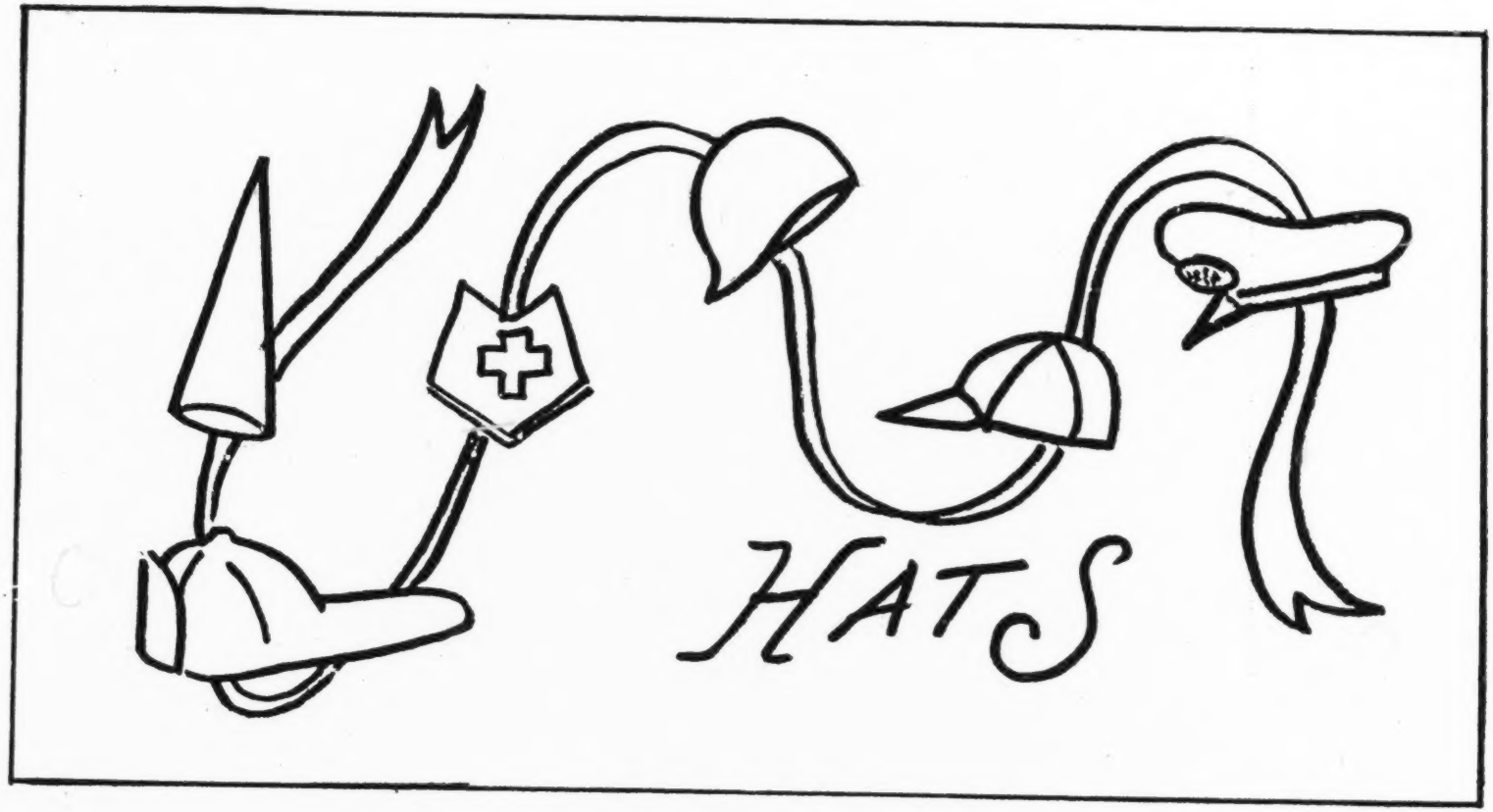
Use pictures of children doing their work.



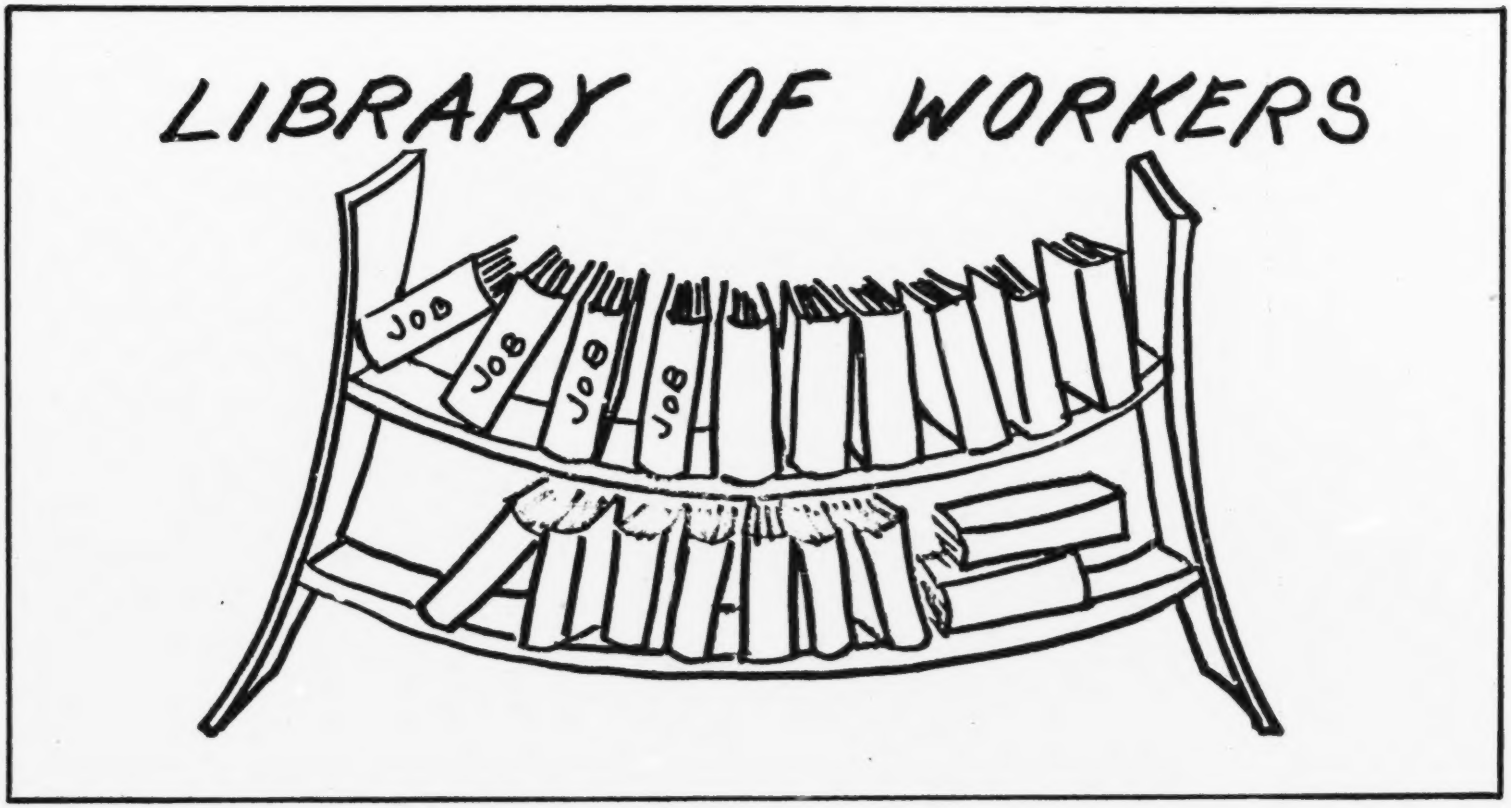
On each banner list a job found in your town.



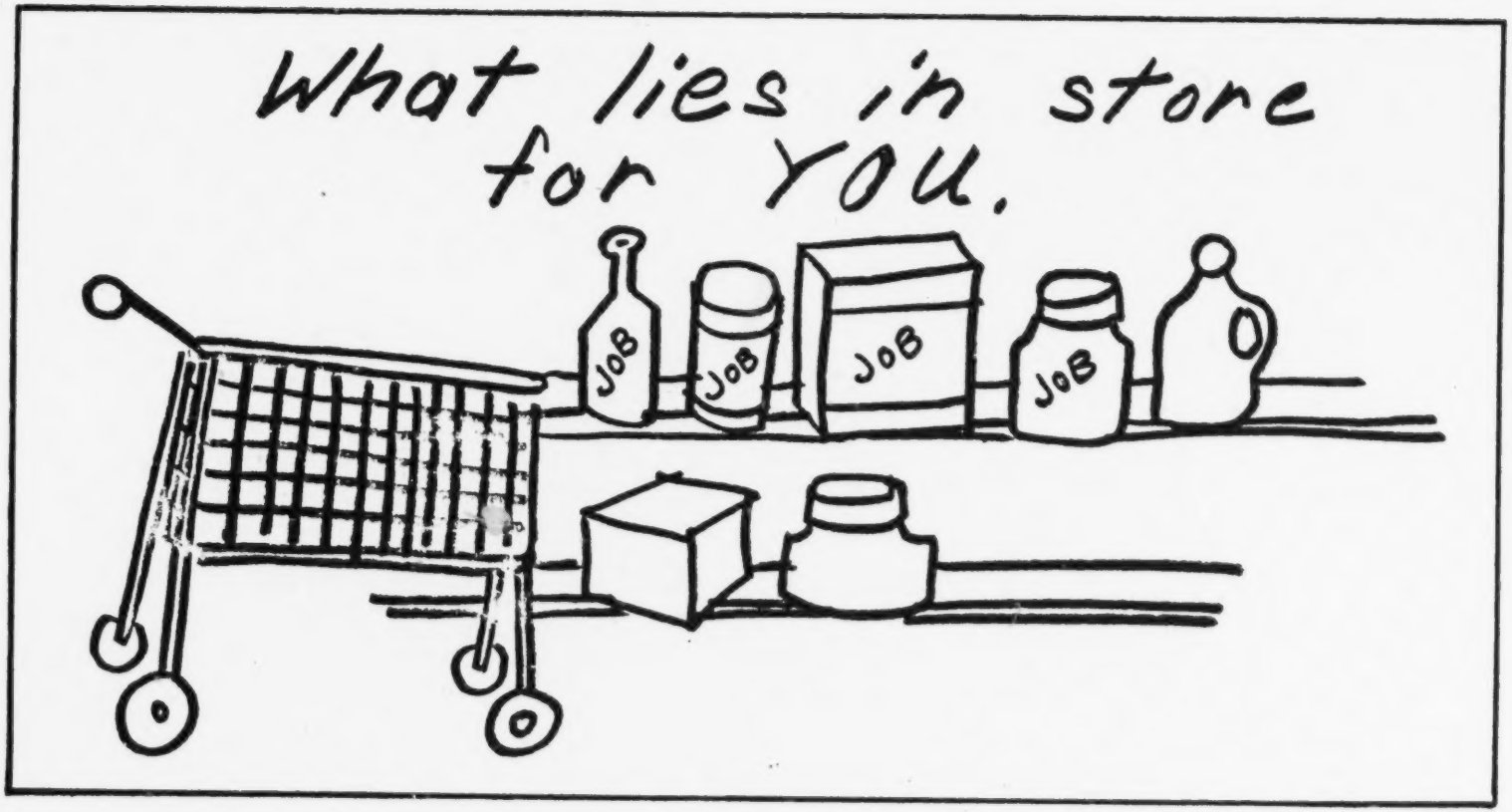
A turkey without tail feathers can be used to show different jobs. Place the name of the job on a feather and put it on the turkey. Could also be done with Indian head dress.



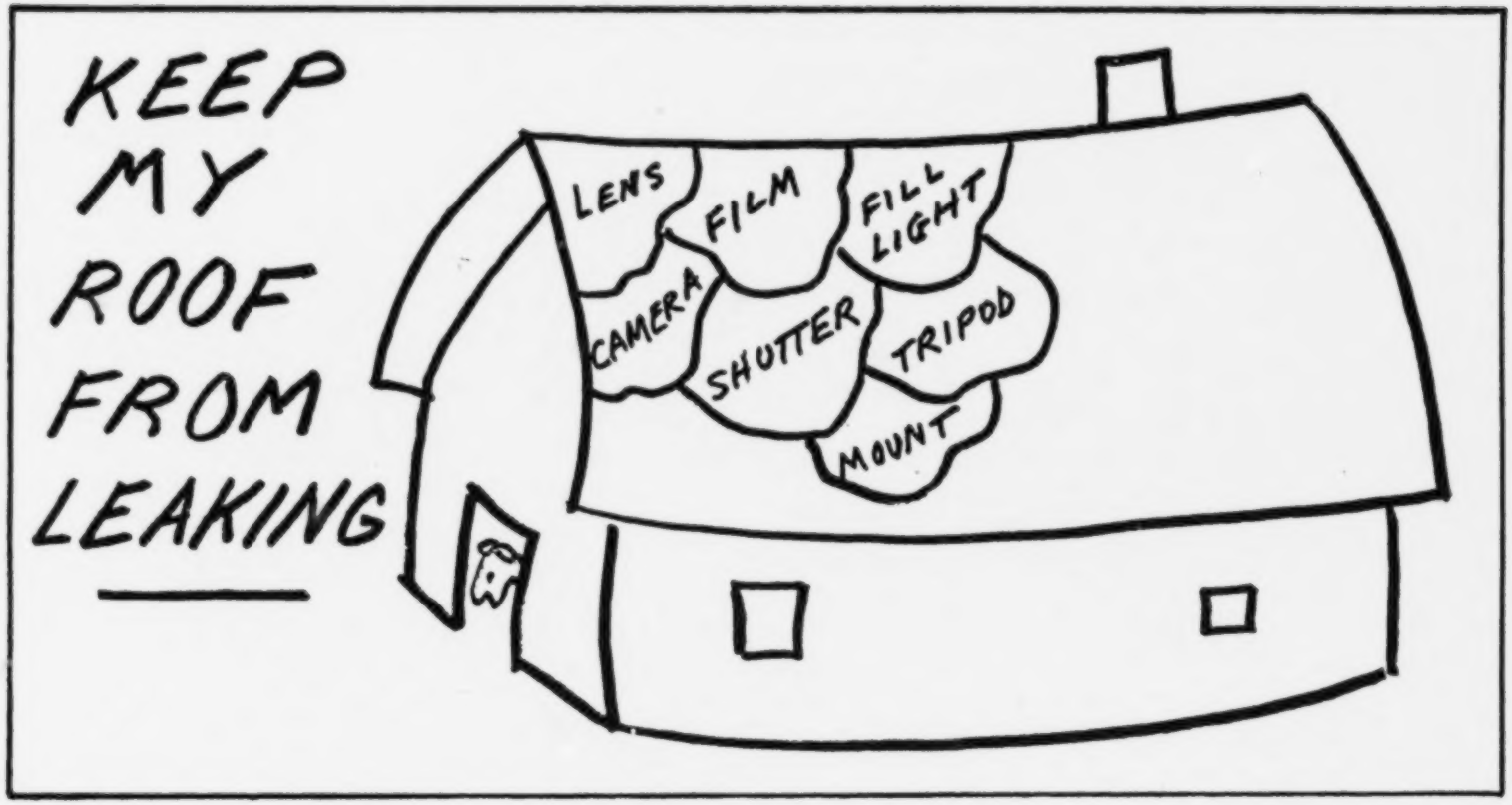
Use different kinds of hats or only one hat. List different workers that use this kind of hat.



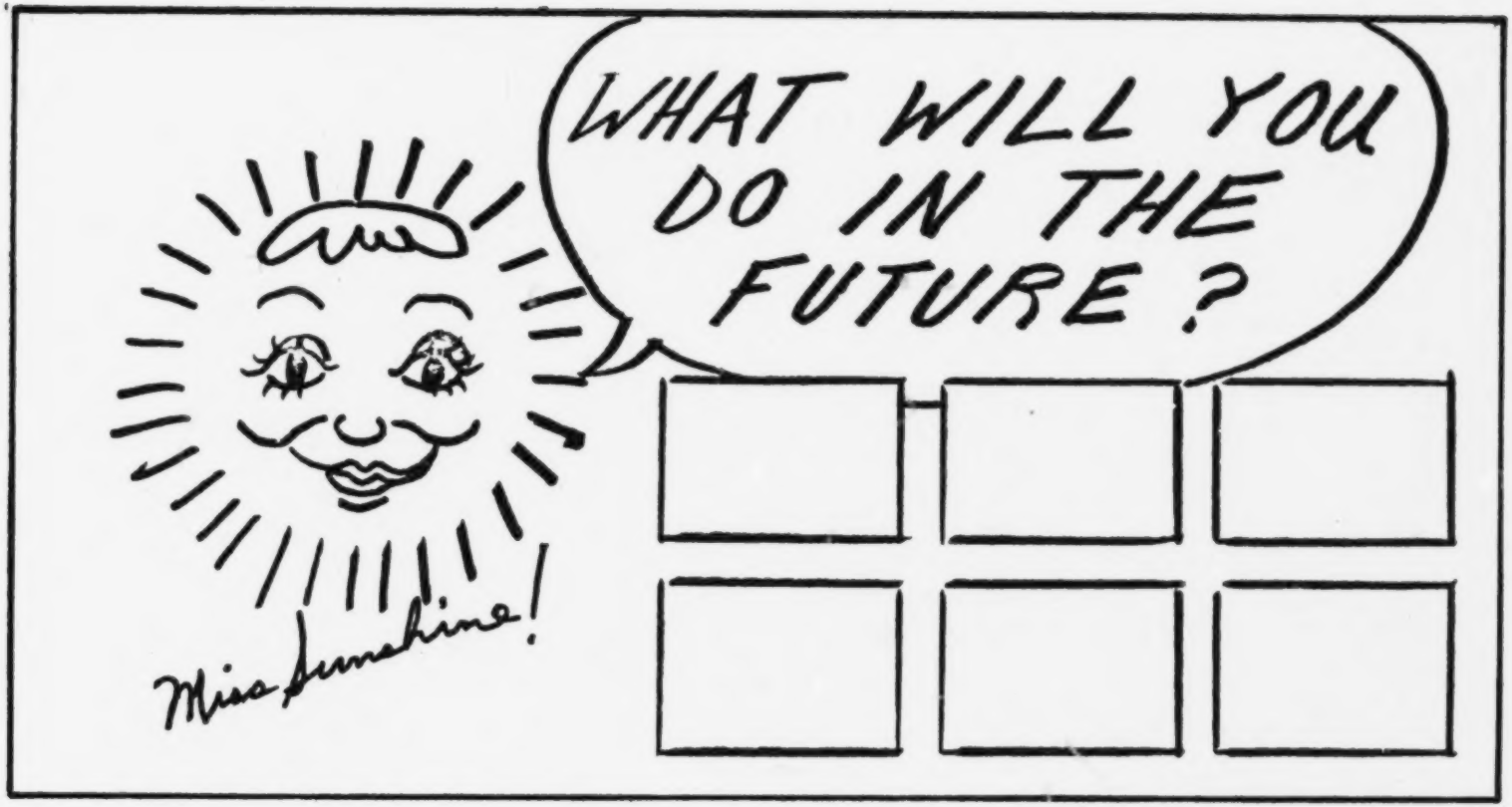
Create a bookshelf on the board. List several jobs associated with a special job classification. Children can fill in the book titles.



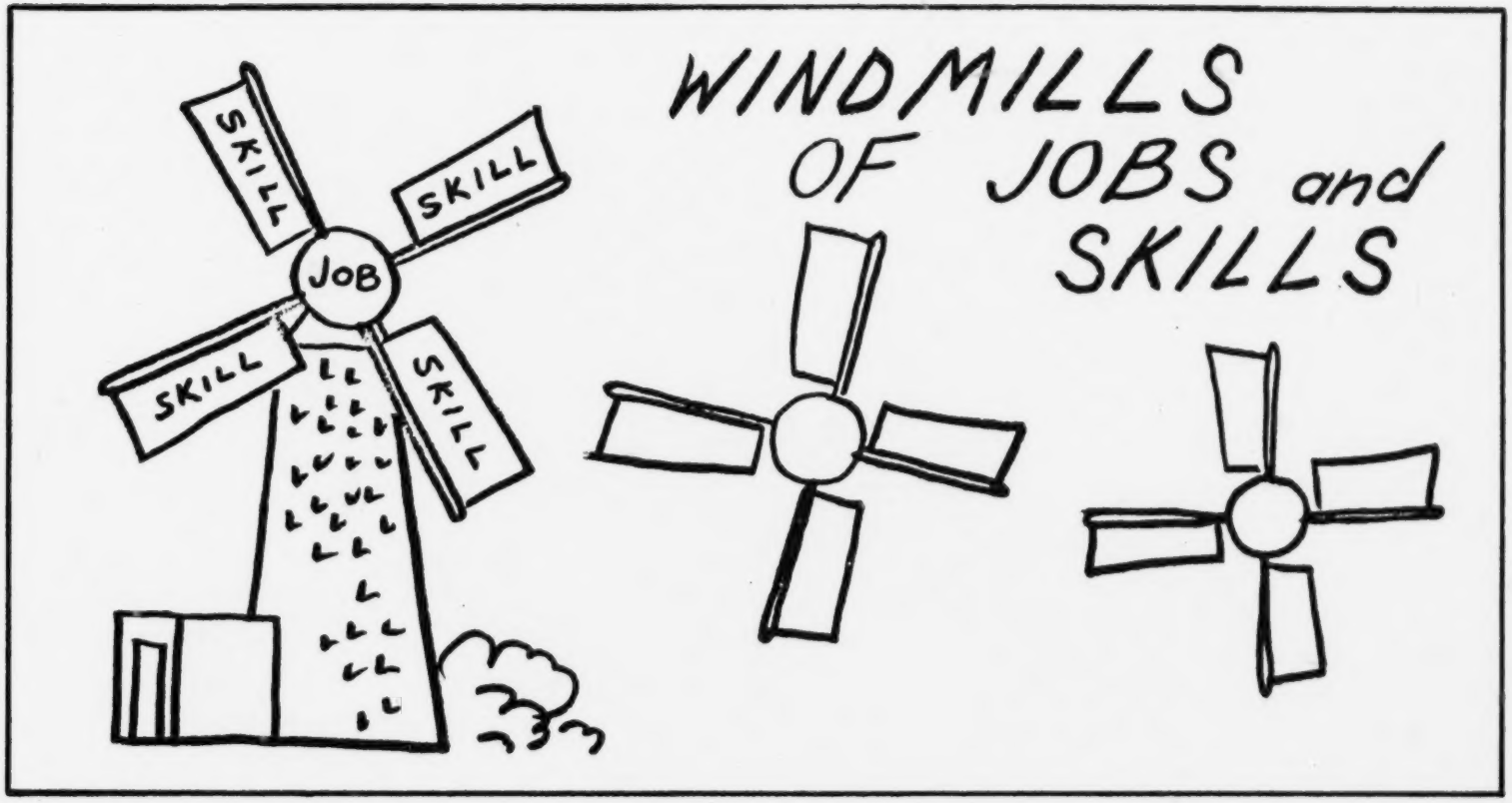
Construct a Grocery Store shelf with bottles, jars, etc. and label each with a job title.



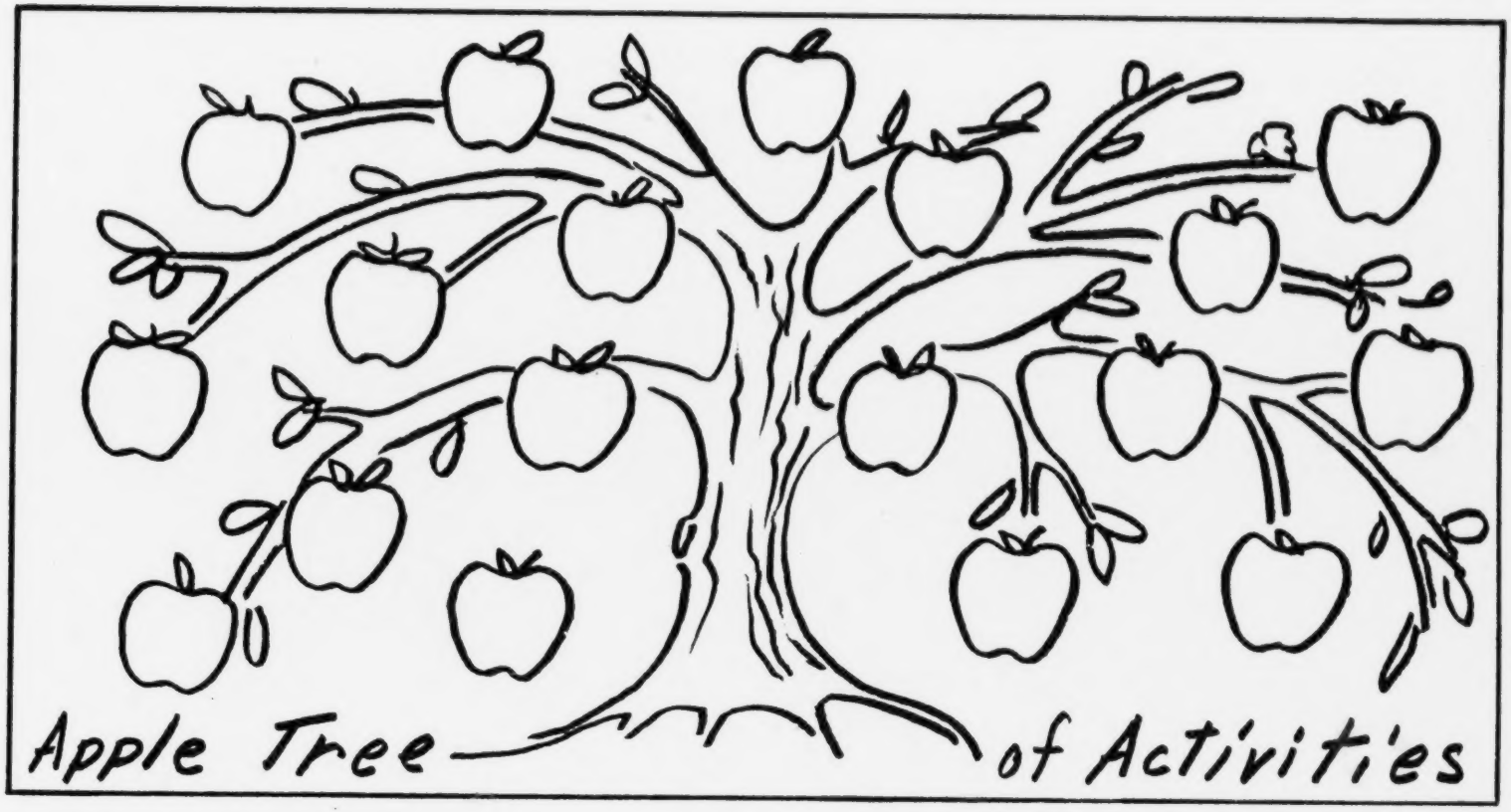
Shingle the roof with terms used in the world of work. One term for each shingle.
Select one occupation to illustrate i.e. photography



Place childrens career wish papers on the board.

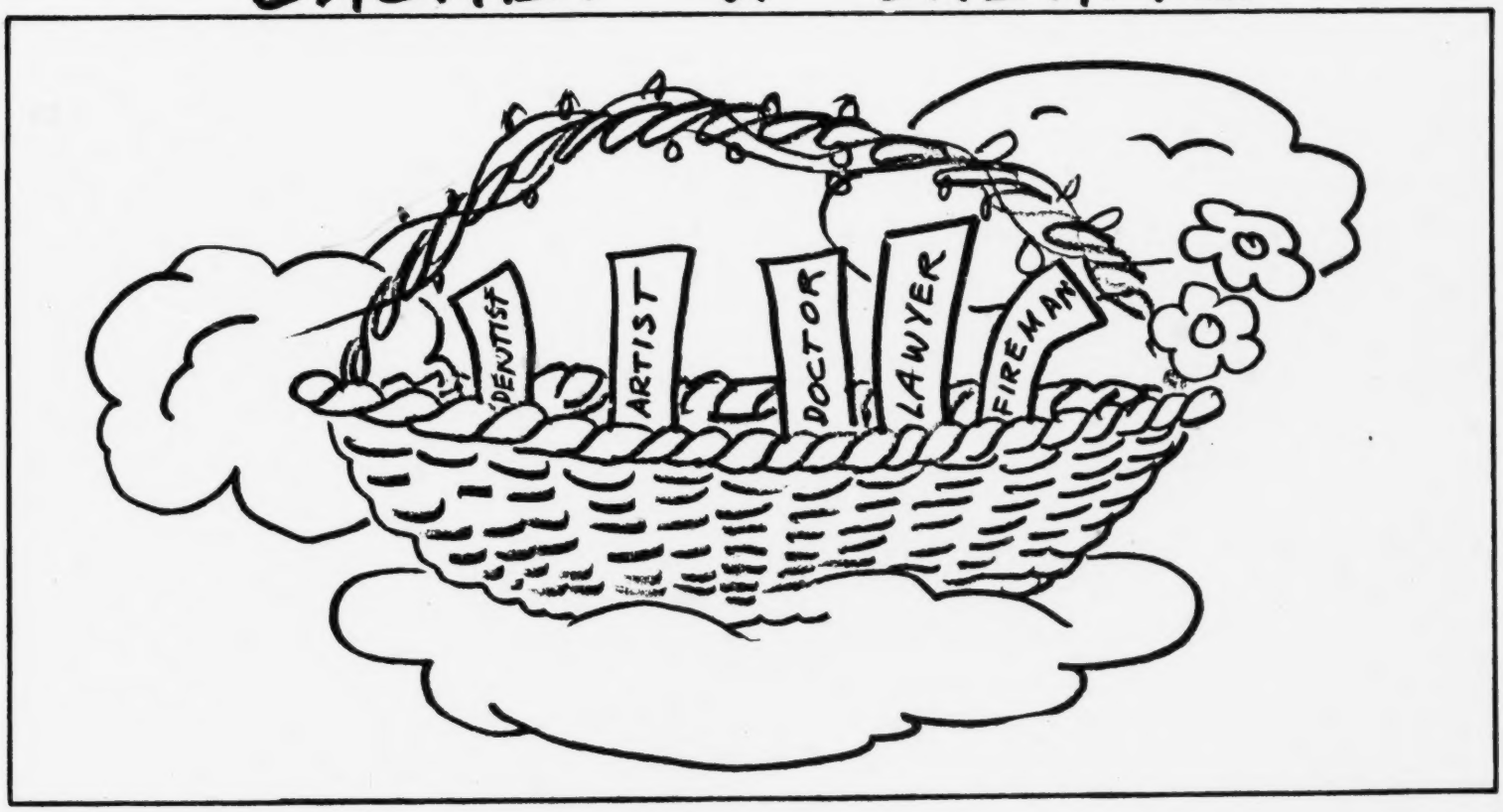


List a job in the center and list skills needed for the job.



In each apple you could list: (1) unusual jobs (2) parents job (3) community jobs (4) family job (5) future jobs (6) outdated jobs.

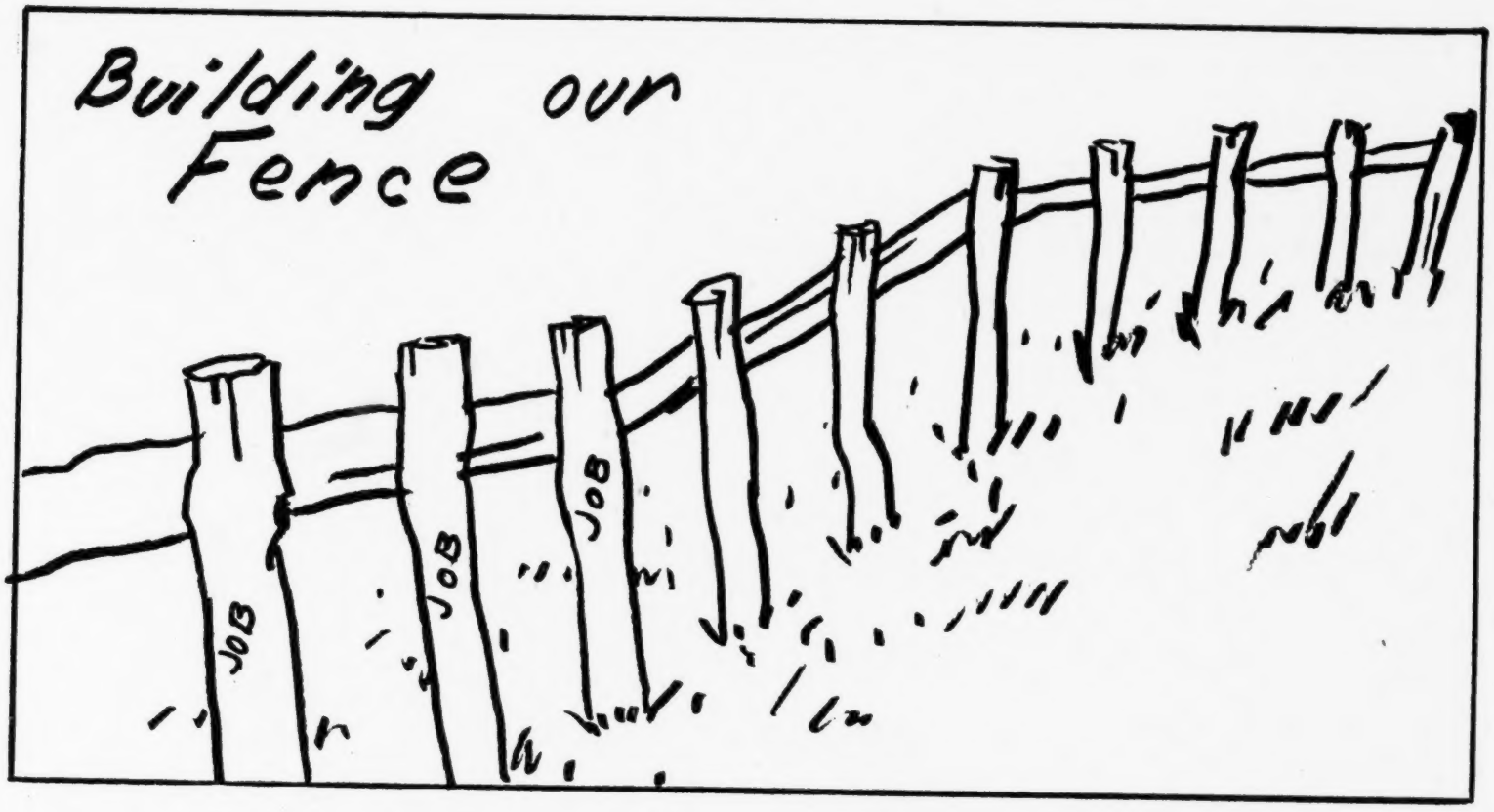
BASKET OF DREAMS



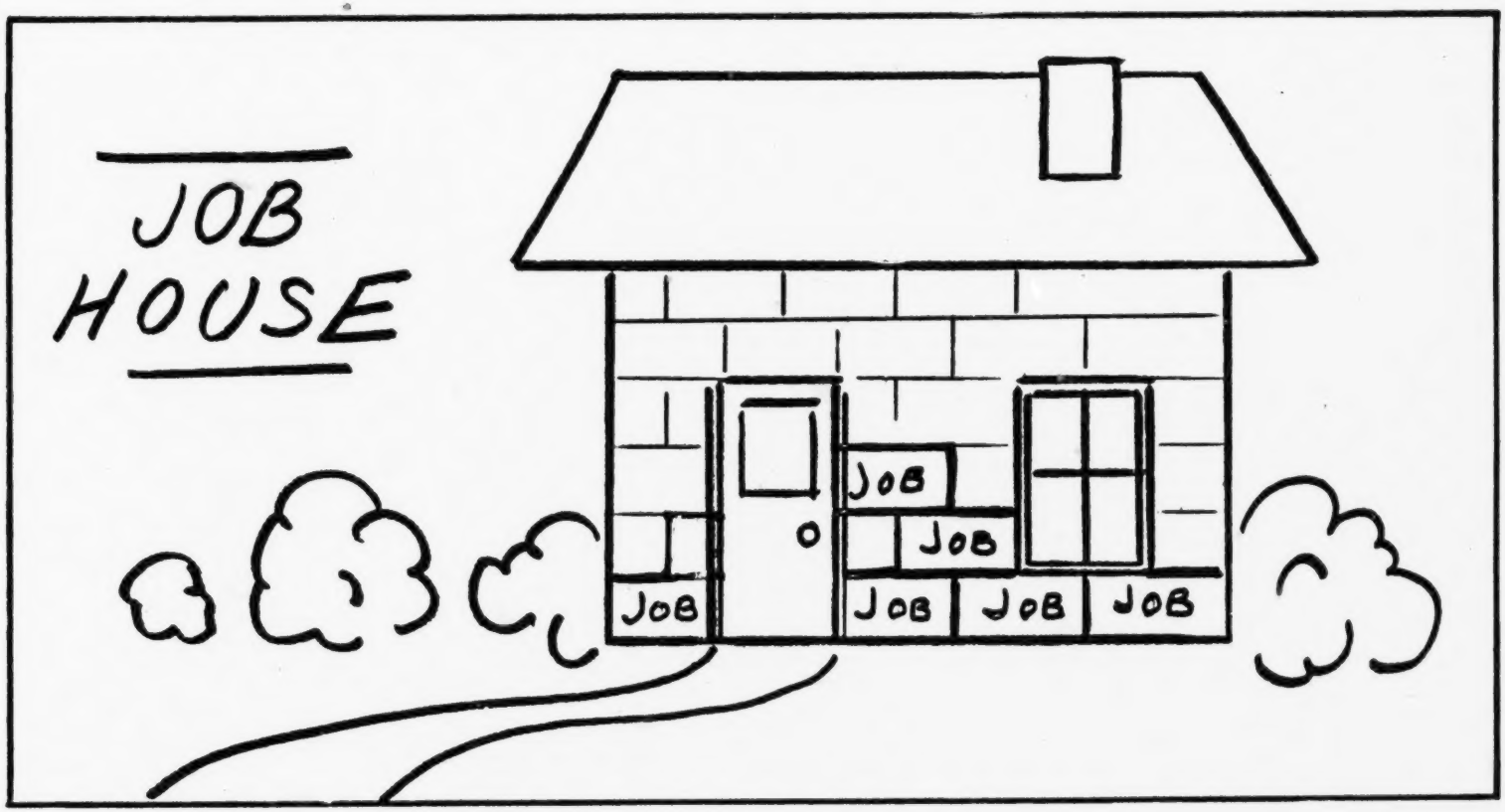
Note: Leave a slit in the basket before you put it on the board so the students slip pieces of paper with job titles on them in the basket.

Children's stories can be placed on the board.

Children's stories should describe the job of a nurse.



On each fence post list a job of some unusual nature.



Let the children build a house with 3" by 5" pieces of paper. One job listed on each piece of paper. Any size or shape can be used.

APPENDIX I

ROLE PLAYING SUGGESTIONS

Employer

You are hiring a custodian who will work at night. He must follow orders and be responsible for he will be working by himself.

Job Applicant #1

You are applying for a custodian's job. You do not want the job but you must apply or your unemployment check will be cancelled and you need that check.

Job Applicant #2

You are applying for a custodian's job. You want the job but not desparately. You have a job but it only pays $50 a week.

Job Applicant #3

You are applying for a custodian's job. You have no job; you are broke and you're hungry.

APPENDIX J

SCATTERED IDEAS FOR CLASSROOM ACTIVITIES

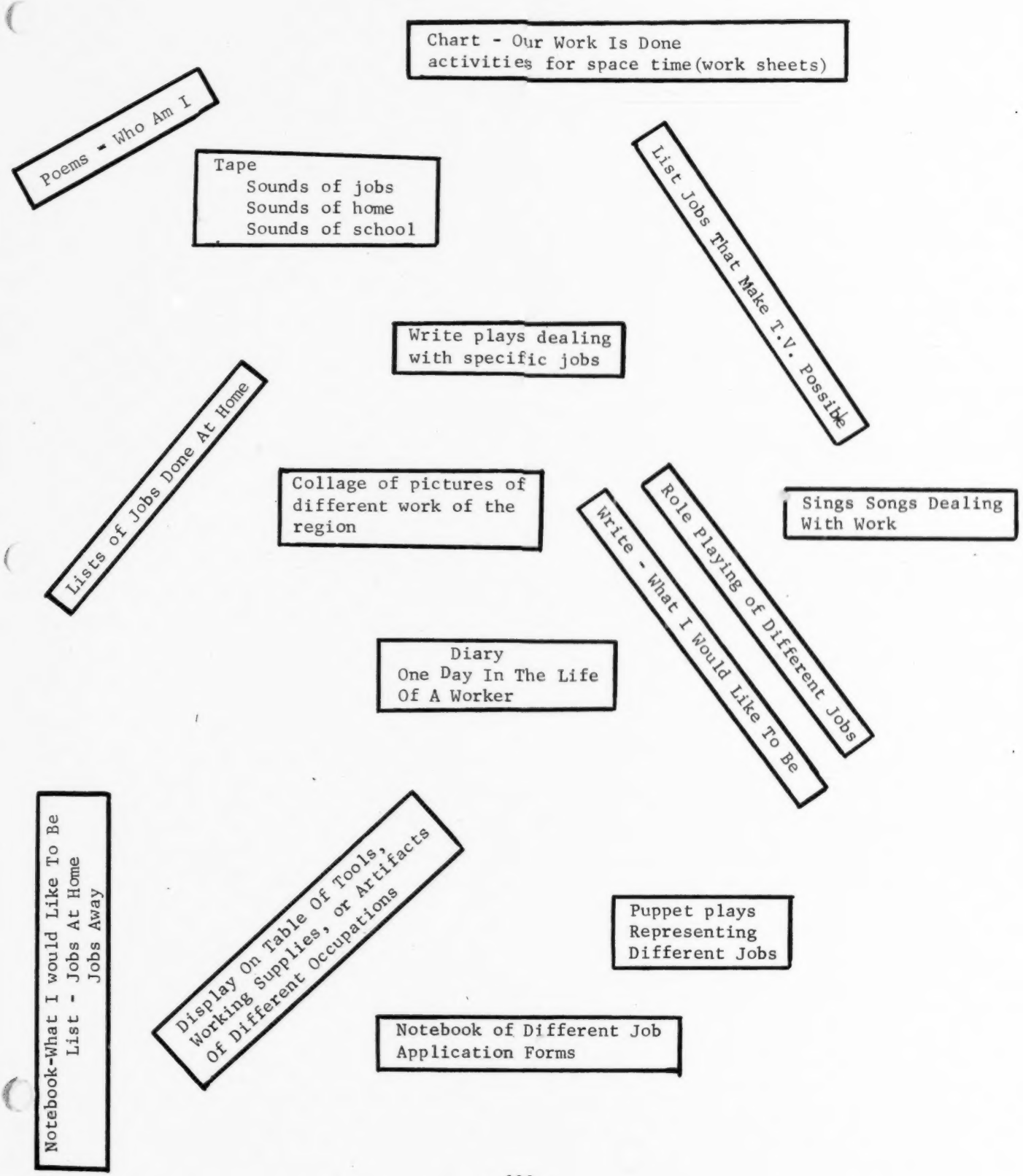
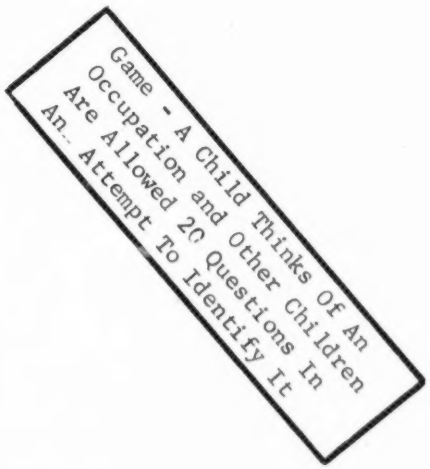
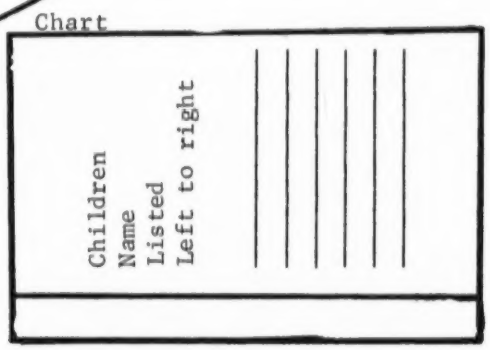


Chart - Our Work Is Done
activities for space time(work sheets)
Poems - Who Am I
Tape
Sounds of jobs
Sounds of home
Sounds of school
List Jobs That Make T.V. Possible
Write plays dealing with specific jobs
Lists of Jobs Done At Home
Collage of pictures of different work of the region
Sings Songs Dealing With Work
Role Playing of Different Jobs
Write - What I Would Like To Be
Diary
One Day In The Life Of A Worker
Notebook-What I would Like To Be
List - Jobs At Home
Jobs Away
Display On Table Of Tools, Working Supplies, or Artifacts Of Different Occupations
Puppet plays Representing Different Jobs
Notebook of Different Job Application Forms

Visit Job Sites, Take Still Slides, and Have Children Do Narration Of the Slides. Can Be Present To Parents, Etc.





Under each child's name put slots to insert toothpicks into and call it a Let's Trade Game

Use red and yellow toothpicks. Yellow for each 100 and when they accumulate 3 yellows have them trade for a red - a given number of reds maybe changed for some activity they like to do such as working in the kitchen, ½ hour fee school to draw, etc.